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ABSTRACT

Developed by 33 secondary counselors and project staff members of the Pima County Developmental Career Guidance Project, the handbook outlines the counselor-consultant role and details activities for implementing this role. This counselor based model places the focus on personnel trained in guidance and counseling. Junior and senior high school goal statements are outlined according to the elements of career education. Individual activities have been arranged according to outcome (self-awareness, educational and career awareness, economic awareness, decision making, salable skills, and appreciation and attitudes) and subject area (business education, English, foreign language, industrial education, home economics, mathematics, physical education, reading, science, social studies, and special activities). Purpose, materials, procedure, evaluation, and additional suggestions are discussed for each activity. Additional aids are incorporated in part 3, "The Evaluation of the Counselor-Consultant Role." Included are sample feedback surveys and tabulation devices. Part 4, the appendixes, provides additional instructional materials, a list of reference materials, and a section of footnotes. (MW)

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CAREER EDUCATION ACTIVITIES : A Counselor's Handbook

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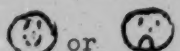
Activity 10:  27
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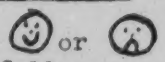
I  27
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FOREWORD

One of the most exciting trends in education today is that of Career Education. Popularized by Sidney P. Marland, Jr., former commissioner of the U. S. Office of Education, Career Education can be generally defined as education's response to the current needs and demands of the nation's populace who want to know how education is relevant to their lives beyond the walls of academicia -- how they are being prepared to meet the challenges of daily life as aware, responsible adults.

Career Education, as defined above, gained further national impetus in 1971, when President Nixon, in support of Marland, made Career Education a national priority and established six sites in public school systems for the development of large-scale demonstration models of Career Education. This action was taken to offset such facts as (1) in the 1970-71 school year 850,000 students dropped out of elementary and secondary school; (2) the high school general curriculum generated 750,000 graduates who neither had vocational training nor planned to go to college; and (3) 850,000 young people entered college but left without completion of either a degree or an occupational program.

At the same time that the federal government began to emphasize Career Education, Arizona also became concerned about the direction of education. Even though Arizona is often considered a conservative state, the State Legislature was convinced that Career Education was the way education should proceed in the State of Arizona. Consequently, the Legislature appropriated almost $2 million for the implementation of Career Education. By the fall of 1971, fifteen Career Education projects were in operation throughout the State of Arizona.

Since Career Education was new in Arizona and many of the ideas untried, a comprehensive state plan was not developed, and the fifteen projects in Arizona approached the task of implementing Career Education in their individual areas, often with a different model. The Pima County Developmental Career Guidance Project, one of the original Career Education projects funded in Arizona, developed a counselor-based model which placed the focus of implementation on personnel trained in guidance and counseling. This approach, which has been used successfully in Pima County, was selected because those directing this project believed that counselors would have the special tools, techniques, and training which would allow them to work easily with administrators, other counselors, and teachers.

Because of their success, personnel from the Pima County Developmental Career Guidance Project were asked by the State Department of Education in the spring of 1973 to conduct an institute for secondary counselors. The main task of the institute was to prepare a Handbook outlining the counselor-consultant role and detailing activities which a counselor could then implement when assuming this role. Thirty-three secondary counselors and project staff members from Maricopa, Pima, Pinal, Cochise, and Santa Cruz counties consequently developed this Handbook in a three-week institute in June, 1973.

Special assistance and support for the institute were provided by Dr. Robert Kerwood, Jerry Jerome, and the Pima County Developmental Career Guidance Project's Board of Directors. Moreover, the Handbook profited from the comments and constructive criticisms of an advisory group composed of members representing business, students, labor, parents, career education, counselors, and the State Department of Education. In addition, Principal Henry Egbert and his staff at Sahuaro High School provided facilities for the institute, and their contribution was greatly appreciated.

Following completion of the institute, the Handbook was xeroxed and distributed to counselors, teachers, and Career Education personnel around the state, who then pilot-tested it during the 1973-74 school year. The general response to the Handbook was overwhelmingly positive. Consequently, after an evaluation workshop and final revisions, the Handbook is now available from the State Department of Education.

Particular effort was made to create a Handbook which is straight-forward and purposive. The presentations included are detailed and convincing; as a result, there should be a desire by secondary counselors to incorporate Career Education into their local school systems through the counselor-consultant role. That unquestionably was the goal of the participants in the institute. It is therefore hoped that this Handbook will be a tool benefitting both counselors and teachers who are desperately struggling to make education more relevant.

Betty J. Newlon
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June, 1974

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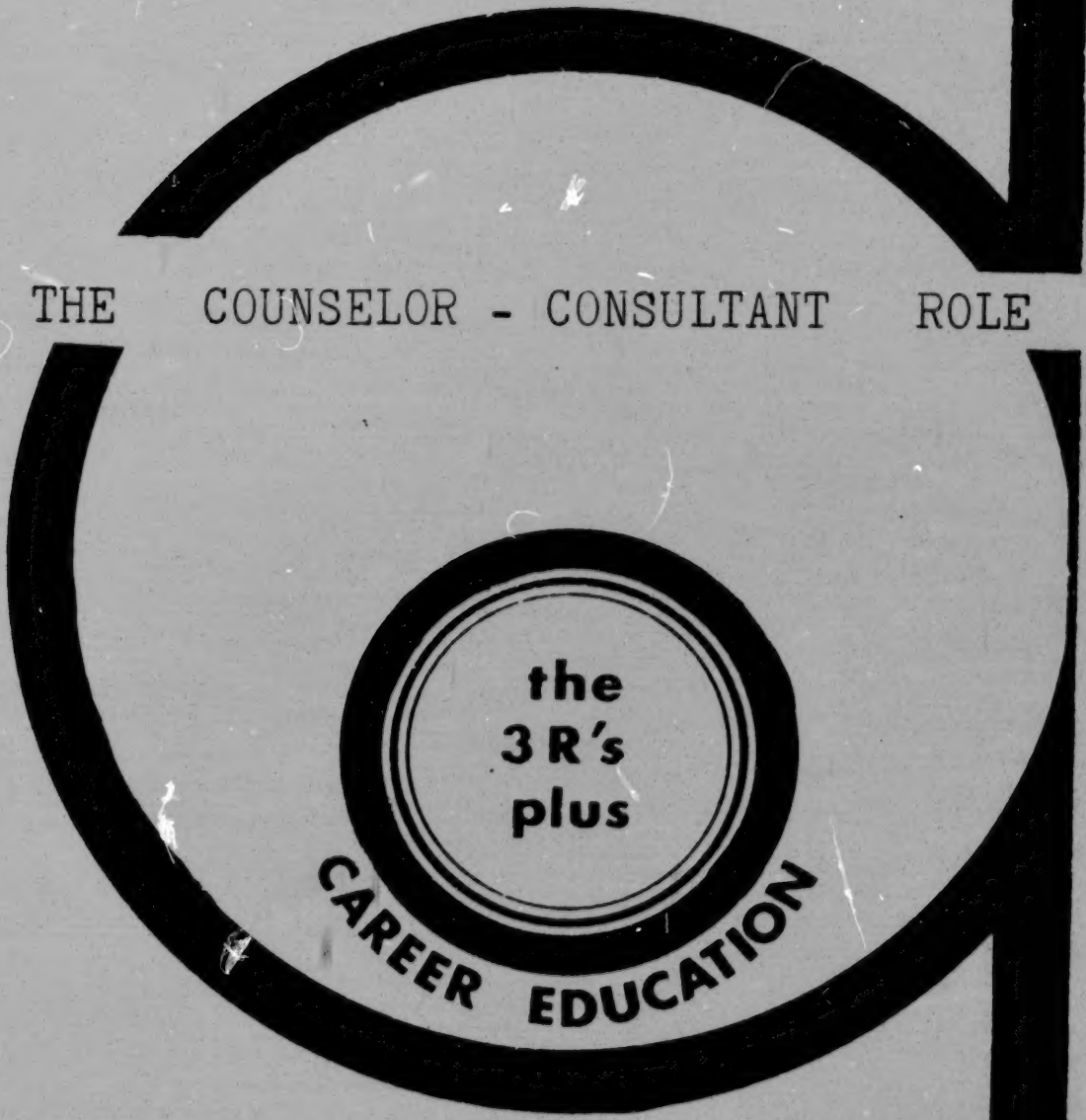
THE COUNSELOR - CONSULTANT ROLE



THE COUNSELOR-CONSULTANT ROLE

Although the counselor has played an important role in the total school drama, that role has been traditionally directed toward individual personal and/or vocational counseling outside the classroom. This narrow delineation of role has thus relegated the counselor to his office where he concentrated on giving information to, or solving problems with relatively few students. As a result, the scope and effectiveness of the counselor in today's always charged and ever changing society has been vastly limited. At least this is the opinion of many counselors who believe that -- with their training and skills -- their time can be used more efficiently and their efforts can be channeled more substantially for the benefit of the faculty and students in their individual school situations.

These counselors further believe that the role of education is changing and must change, so that educational impetus is directed just as emphatically toward what the student feels he needs, as toward what educators determine he needs, in order to cope with the world beyond the protective walls of school. These counselors feel strongly, then, that learning and living cannot be separated and that counselors, and all educators in fact, must address themselves to this combination and must commit themselves to finding a way to blend the two effectively and developmentally for each student. These counselors further stress that, because students learn in different ways, different means for tapping individual resources and strengths must be uncovered in order to offer students the best possible tools for securing lives which they feel are successful.

These counselors believe that education, in terms of its personal, occupational, and decision-making implications, can and therefore should be not only more applicable and more meaningful to students, but also more instrumental in helping them reach individual goals. Consequently, they are committing themselves to a new role in the educational process. They call this the counselor-consultant role and define it as a service offered not only to a few students, but to all students, as well as to the entire faculty, parents, and the community at large. This service combines the elements of consultation, coordination and counseling.[1] More precisely as this Handbook concentrates on the role of the counselor in relation to the teacher, this new role can be defined as a service available to teachers in which the counselor works with the teacher to develop activities of a career development nature -- whether stressing personal understanding or emphasizing occupational information -- which correlate with and enhance the teacher's particular curriculum.[2]

How, then can such a venture be initiated? Most likely by analyzing and exploring the objectives of this new role. In choosing to become a counselor-consultant, the counselor must first realize that his primary objective is to be of service to teachers and subsequently to students. He must remember also the importance of establishing a teacher-counselor relationship which is truly a partnership. In so doing, he must recognize

that the final decision for class content and management rests with the teacher. In addition, he must actively seek out an individual teacher's areas of expertise and mesh these skill areas with his own. Finally and most importantly, the counselor-consultant must respect the fact that teacher involvement is and should be purely voluntary.

Having carefully analyzed the ramifications of the preceding objectives, particulary in terms of communication techniques, the counselor-consultant can then begin to perceive and outline the specific functions of his role. Undoubtedly, his first task, once he understands his role as consultant, will be to contact the principal in his school and discuss the counselor-consultant approach with him. As it is essential to have administrative support, this step is imperative. With this support, then depending on the suggestion or request of the administrator, the counselor-consultant will begin to familiarize the remainder of the school personnel with the role he hopes to establish for their mutual benefit. He may do this first in a very general way at an entire faculty meeting and then follow up with workshops or departmental meetings where he discusses what he can offer to the teacher-counselor partnership and displays what materials may be useful for incorporation into particular curriculums. Once he has made himself visible to the teachers, he is then ready to seek out those teachers who have indicated an interest in his service and a desire to incorporate career development activities in the classroom.

The counselor-consultant must then listen carefully to what the teacher expresses are his needs of, his ideas for, and his expectations from the impending partnership. It is important that the counselor-consultant have these clearly in mind so that he will be able to show sincere concern for a teacher's particular problem area, to assist the teacher in assessing student needs, and to have some ideas or materials to suggest for classroom activities.

During these initial contacts the counselor-consultant does not overwhelm the teacher, but rather stresses the common goal of their partnership and the developmental means by which they can achieve it. The counselor-consultant must then very carefully involve the teacher in the process of establishing the purpose of the activity, building the activity itself, and accumulating the materials necessary for the activity. In the course of preparing with the teacher, the counselor-consultant can more specifically reveal to the teacher whatever skills he has which might prove helpful to their partnership, such as knowledge of interest and aptitude testing, a repertoire of group dynamic skills, an understanding of some alternatives to traditional education. Simultaneously, encouraged by the counselor-consultant, the teacher can be revealing his strengths, exploring various ways to involve parents and the community in the classroom, and designing new methods for assisting students to attain life goals. Through such exchanges, then, the counselor-consultant and the teacher can forge their efforts to effect curriculum, as well as student change.

When it is time for the particular career development activity to occur, the counselor-consultant should -- depending on the teacher's preference -- team with the teacher to present the activity or model the presentation for the teacher to then do entirely on his own. It is obviously important, at

this point particularly, for the counselor-consultant to encourage the teacher in his efforts. When the activity has been completed, the counselor-consultant and the teacher should examine its effectiveness. Through immediate observation, later discussion themselves, class discussion, or a survey questionnaire they can decide whether to adapt, or omit the activity.

Regardless of whether the entire process has gone smoothly or not, and sometimes it will not, the counselor-consultant has indicated to the teacher his willingness to work with him in order to achieve the goal of both -- the best possible educational opportunities for all students. Having demonstrated his ability and willingness to assist, he then avails himself of further teacher contacts, thus continuing his struggle to become an even more integral part not only of the instructional process, but also of the concerted effort to make education more relevant.[3]

The activities that are included in this handbook are designed, then, with the counselor-consultant in mind. They have been developed and compiled in the hope that they can be useful tools for the counselor-consultant as he strives to make career education the uniting thread of the educational process.

ORGANIZATION OF THE HANDBOOK

In order to clarify the arrangement of the Career Education activities included in this Handbook, it is necessary to introduce the material which appears on the following pages. First, as the purpose of this Handbook is to present activity ideas for responding to the Outcomes of Career Education, it is important to specifically list these Outcomes and their correlated thematic Elements. Just such a listing appears on the next page in a lay-out adapted from the Career Education Matrix.[4] The Junior High and High School Goal Statements, which correspond to the eight Elements, are outlined on the following four pages.

Individual activities have been arranged according to Outcome and subject area. They are all organized in the same manner, each having a title and stressing information regarding PURPOSE, MATERIALS, PROCEDURE, EVALUATION, ADDITIONAL SUGGESTIONS. The format, then will be essentially the same, even though some activities will require more extensive detail than others. In addition, because a unified tone and approach was aimed for in the discussion of the activities, all of them are presented in paragraph fashion, and all of them include the term "leader," instead of "counselor" and/or "teacher". The omission of the latter terms and the inclusion of the former was deliberate as none of those developing the activities wanted to dictate "who" should do "what". They felt this determination was the perogative of the teacher and counselor involved in the team planning of the activity.

Following this second major section of the Handbook are several other parts incorporated as additional aids for counselors and teachers. The first of these is Part III, "The Evaluation of the Counselor-Consultant Role." Included in addition to individual activity evaluation devices and designed by Behavioral Research Associates, these materials have been developed to provide a means for analyzing the general effectiveness of the counselor-consultant role. Included are sample feedback surveys, as well as tabulation devices, created with the teacher, student, and administrator in mind.

Finally, Part Four, The Appendices, attempts to pull together any loose materials which may prove useful to the counselor and the teacher. Included in this Part are a compilation of Additional Suggestions for Implementing the Outomes of Career Education (Appendix One); a list of Reference Materials (Appendix Two); and a section of Footnotes (Appendix Three).

The hope, then of those who have compiled this Handbook is that it can and will prove a useful and flexible tool for counselors assuming the consultant role and for teachers teaming with them. It is, moreover, their emphatic belief that the Handbook should NOT be considered a final authority, but rather a source for ideas, an impetus for action. And finally, it is their wish that the counselors and teachers using the Handbook will be successful in their joint endeavor to make education more responsive to the needs of students.

ARIZONA CAREER EDUCATION

ELEMENTS OF CAREER EDUCATION	OUTCOMES OF CAREER EDUCATION
SELF-AWARENESS	Achieve an increased awareness of "self" by developing an understanding of interests, aptitudes and responsibilities to self and others.
EDUCATIONAL AWARENESS CAREER AWARENESS	Demonstrate increased interests and achievement in the educational program emphasizing communications and basic skills.
ECONOMIC AWARENESS	Understand the world of work and its impact on self and society.
DECISION MAKING	Demonstrate the ability to make decisions related to career and self-satisfaction.
BEGINNING COMPETENCY EMPLOYABILITY SKILLS	Possess career entry level skills upon exiting from the formal educational program.
APPRECIATIONS AND ATTITUDES	Demonstrate an understanding and appreciation for the value of work, continual learning, the arts, and leisure qualities of life in achieving social responsibility and self-satisfaction.

	SELF AWARENESS	EDUCATIONAL AWARENESS	CAREER AWARENESS	ECONOMIC AWARENESS
Underlined statements; bullets; other print represents Goal Statements	The student will recognize the relationship of his interests, attitudes, and achievements to the realization of his career goals. The student will evaluate his career goals in terms of interests, aptitudes, and achievements. The student will evaluate the successes and failures in his educational program and develop an understanding of occupations in which he might be successful. The student will understand, accept, and correct his own unimproved self worth as a result of learning, growth, and maturation. The student will accept himself as a unique person. The student will understand that he is a growing and continually developing person. The student will learn to establish goals that are important to him. The student will realize that what he believes influences what he becomes and that what he believes may change as he continues to acquire knowledge. The student will understand that what he thinks of himself will affect his life goals. The student will understand the [illegible] relationship to his career. The student will recognize the need to appreciate the skills, abilities, rights, and responsibilities of others. The student will understand the relationship between career and self satisfaction. The student will understand that accepting a job implies acceptance of job responsibilities and requirements. The student will understand the need for positive relationships between himself and others to perform a job.	The student will recognize that an awareness of changes occurring will affect his career, and the variety of options should be a part of making career choices. The student will analyze the changing nature of the world of work and its effects upon the individual. The student will evaluate his progress toward tentative career goals and assess their suitability. The student will recognize that different careers require various types of educational preparation. The student will understand the different types of educational preparation that are necessary for various careers. The student will plan the post-secondary educational experiences that will satisfy the entry-level requirements of his tentative career choice(s). The student will recognize that his educational experiences are a part of his career development. The student will identify skills acquired in school that are relevant to selected occupations. The student will understand how school classes and activities will relate to his use of time throughout life. The student will recognize that learning is continuous, occurring in and outside of school. The student will become aware that continual learning is a part of life and career adjustment.	The student will recognize that his career development includes preparation for various stages of leisure and occupational activities. The student will analyze the factors that may influence his vertical and horizontal mobility in a selected career cluster. The student will analyze the function of management responsibilities relating to the career(s) he has chosen to research. The student will understand the variety of occupations found in the world of work. The student will know the steps necessary immediately following high school to gain entry into his chosen career. The student will know the detailed characteristics of his chosen fields. The student will understand the relationship between career and life-style. The student will analyze the relationship between job requirements and his personal and professional goals. The student will recognize that mobile careers can cause changes in an individual's life-style. The student will understand the way in which occupations relate to needs of [illegible] or society. The student will become familiar with job opportunities as related to social and economic trends in his geographic area. The student will evaluate employment opportunities in his career area based on local, regional, and national trends.	The student will understand the [illegible] relationship between [illegible] and occupational roles. The student will understand the meaning of certain occupational roles. The student will become aware of the [illegible] determine individual needs and relate to a definition of [illegible]. The student will understand the [illegible] of [illegible] and [illegible] in relation to [illegible] found in [illegible], state, and nation. The student will become aware of principles used in predicting economic trends in his community, state, and nation. The student will apply economic principles to assist in predicting his career future in terms of community, state and national employment opportunities. The student will understand the role of [illegible] and economic [illegible] in relation to the supply and [illegible]. The student will recognize [illegible] influences that [illegible] want certain social and economic rewards. The student will understand how social and economic needs relate to career choice.

HIGH SCHOOL

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HIGH SCHOOL

Underlined statements represent themes other print represents Goal Statements	DECISION MAKING	BEGINNING COMPETENCY	EMPLOYABLE SKILLS	APPRECIATIONS and ATTITUDES
	The student will understand that decision making involves responsible action in identifying alternatives, selecting the alternative most consistent with his goals, and taking steps to implement a course of action. The student will understand that a given set of facts can support different decisions. The student will predict and analyze what the immediate, intermediate, and long-term effects his decisions will have on himself family, and society. The student will become proficient in using resource information to make career decisions. The student will understand how school and work experiences meet the needs of occupational preparation. The student will continue to acquire information in the continuing evaluation and development of his educational plan. The student will identify personal goals as part of making career decisions. The student will analyze his career goals and the subsequent decisions that are required by such goals. The student will make a tentative plan for developing his long-range career possibilities and what is required to achieve them.	The student will develop the skills necessary for employment in the career of his choice. The student will analyze the relationship between the skills he possesses and the entry-level requirements of his chosen career(s). The student will align his entry-level skills with his career desires. The student will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product. The student will develop observation skills used to collect data needed to solve problems. The student will become familiar with the use of [illegible] and materials associated with business, commercial, and industrial activities. The student will identify the competency or expertise needed to use tools, equipment, and materials, in business and industry. The student will understand safety as related to business and industry. The student will develop an understanding of the interpersonal relationships required [illegible] and the importance of people in various occupational roles. The student will demonstrate those interpersonal relations skills likely to be expected of him while looking for a job.	The student will develop work habits and attitudes necessary to enter an occupation in the career area of his choice. The student will meet the requirements necessary for his post high school career(s). The student will complete simulated or real job-seeking tasks. The student will complete an assigned task related to employability; i.e., completing an application form or an interview. The student will recognize the implications of working with and without supervision, independently and with others. The student will understand the advantages, disadvantages and responsibilities of his career choice choices. The student will understand the requirements and value of supervision. The student will relate information about himself in selecting, learning, or performing duties. The student will present an accurate description of education, training, experience, and information about himself to potential employers through a variety of ways such as interviews, tests, and application forms. The student will identify several potential careers in which he has an interest and aptitude.	The student will develop an [illegible] for the value of work and continual learning. The student, having tentatively chosen a career cluster, will analyze the common and unique characteristics of jobs within that cluster. The student, having tentatively chosen a career cluster, will identify how continual on-the-job learning can contribute to professional and personal satisfaction. The student will understand the role of [illegible] and the arts in [illegible] of satisfaction. The student will analyze the value of leisure and its contribution to self [illegible]. The student will analyze the relationship of art to society and self satisfaction. The student will understand the importance [illegible] relationships of work, [illegible], the arts, [illegible] and leisure in [illegible] responsibility and self satisfaction. The student, based on his tentative career choice(s) will analyze the [illegible] of work, continual learning, the arts, and leisure in achieving social responsibility and self satisfaction.

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JUNIOR HIGH

	SELF AWARENESS	EDUCATIONAL AWARENESS	CAREER AWARENESS	ECONOMIC AWARENESS
Underlined statements identify Goal Statements	The student will recognize the relationship of his interests, attitudes, and achievements to the choices he makes in his current role.	The student will recognize the relationship of his current educational progress to the history of his achievements in terms of relevant career goals.	The student will recognize that a career is a part of the total pattern of a person's general style of life and the personal satisfactions.	The student will understand the role of money in our society.
	The student will become aware of the importance or hobbies, academic achievements, and athletic abilities in making choices about future occupations.	The student will understand the educational requirements needed for entry into occupations within selected career areas.	The student will recognize those trends that influence job changes and advancement. The student will review the performance requirements for various jobs.	The student will understand that money earned may determine his life-style.
	The student will consider his interests and aptitudes in exploring career information.	The student will understand the need to plan an educational process to reach his selected career goals.	The student will understand the variety of occupations found in the world of work.	The student will understand life-style patterns and their relationship to career opportunities.
	The student will understand, accept, and recognize his own uniqueness as a result of growth, and maturation.	The student will recognize that different careers require varying kinds of educational preparation.	The student will become familiar with a variety of career groupings and explore the types of jobs found in each grouping.	The student will identify occupational roles which are compatible with his currently expressed needs and wants.
	The student will recognize that each individual is unique and therefore is capable of unique contributions.	The student will understand the relationship between levels of education and levels of employment.	The student will identify several careers and recognize the specialized jobs related to each.	The student will recognize that people-oriented and achievement work are aspects of certain occupational choices, and he will explore his attitudes and behavior patterns in terms
	The student will examine changes that he is undergoing as he continues to develop and mature.	The student will understand that proficiency in certain subject areas is necessary to enter certain occupations.	The student will understand the way in which occupations relate to needs and functions of society.	The student will identify his personal goals in terms of his current and future economic status, and his responsibility, role, and function.
	The student will learn to evaluate himself through interactive, cooperative, reciprocal feedback.	The student will recognize that educational experiences are a part of his career development.	The student will become aware of careers as they relate to the needs and functions of the community.	The student will develop knowledge of the relationship of economic trends in his community, state, and nation.
	The student will understand the need for personal goals.	The student will illustrate how participation in school activities can relate to selected career areas.	The student will become aware of career characteristics within geographical locations and their relevance to job mobility.	The student will become aware of economic forecasting instruments.
	The student will understand the relationship between his self image and the goals he sets.	The student will become aware of elements making up career clusters.	The student will determine the minor qualifications needed to perform the basic tasks of various occupations.	
	The student will understand [illegible]	The student will recognize that learning is continuous, occurring in and outside of school.	The student will identify the relationship of personal interests to success in specific occupational areas.	
	The student will become aware of the relationship between personal goals and the influence of significant others upon him.	The Student will understand that learning is a product of in-school and out-of-school experiences.	The student will recognize the relationship between personal aptitudes and success in specific occupational area.	
	The student will understand that changes in him influence his environment, and that changes in environment influence him.	The student will become aware that out-of-school experiences can improve his capabilities in school.		
	The student will understand that he can recognize abilities to himself and others.			
	The student will understand that he has a responsibility to himself to be aware of the consequences of his decisions.			
	The student will act upon his own best judgement with regard for both the [illegible]			

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JUNIOR HIGH

Underlined represents element
Italics other print represents Goal Statements

DECISION MAKING	BEGINNING COMPETENCY	EMPLOYABLE SKILLS	APPRECIATIONS and ATTITUDES
The student will understand that decision making includes responsible action in identifying alternatives, selecting the alternative most consistent with his goals, and taking steps to implement a course of action.	The student will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.	The student will recognize the implications of working with and without supervision, independently and with others.	The student will develop an understanding of the value of work and continual learning.
The student will demonstrate an ability to use decision-making and problem-solving skills in gaining self-awareness and relating it to career explorations.	The student will refine skills by using and experimenting with them.	The student will recognize the difference between an entry-level job and future mobility within that job cluster.	The student will analyze the interdependency of jobs within his community.
The student will understand that he is responsible for the outcomes of his decisions.	The student will gain proficiency in problem solving techniques as they apply in selected career areas.	The student will understand that working independently may involve varying degrees of responsibility.	The student will understand why he and his family are dependent upon services performed within his community.
The student will demonstrate skill in responsible decision-making behavior.	The student will become familiar with the use of basic tools, equipment, and materials according to the business, commercial, and industrial activities.	The student will relate information about himself in selecting, learning, or performing duties.	The student will realize that continual learning is essential to his growth and maturity.
The student will become proficient in using resource materials relative to the career decision.	The student will increase his proficiency in the use of tools, equipment, and materials needed to perform various tasks.	The student will use information about his interests, attitudes, and qualifications to refine his identification of potential career choices.	The student will understand the role of leisure in the quality of life.
The student will increase occupational and self-knowledge through the use of outside resources and experiences in the community.	The student will identify the variety of tools, equipment, and materials needed in a selected business or industry.	The student will complete job application forms using personal interests, aptitudes, and qualifications information.	The student will explore leisure-time experiences and how they contribute to self satisfaction and enjoyment.
The student will have experiences whereby he can observe people at work.	The student will develop an understanding of the interpersonal relationships resulting from the interaction of people in various occupational roles.	The student will prepare letters, applications, resumes, and references related to career placement.	The student will develop an understanding of arts as it relates to self and society.
The student will identify how personal goals are a part of making career decisions.	The student will understand that responsibility often necessitates behavior contrary to personal performance.	The student will develop the work habits and attitudes necessary to enter an occupation in the career area of his choice.	The student will develop an understanding of the interdependency of work, leisure, and the arts.
The student will recognize that making decisions related to personal goals is required to make an occupational choice.	The student will understand how attitude can be expressed through behavior.	The student will refine his social skills necessary for employability.	The student will develop an understanding of the role of work in society.
The student will make tentative choices regarding long-range career interests.	The student will develop educational and occupational competency before moving to the next stage of preparation or entering an occupation in the career area of his choice.	The student will demonstrate communication, writing, and research skills appropriate for career placement.	The student will analyze the role of work, continual learning, the arts, and leisure in achieving self satisfaction.
	The student will demonstrate mastery of basic computational skills.		The student will analyze the role of work, continual learning, the arts, and leisure in achieving social responsibility.

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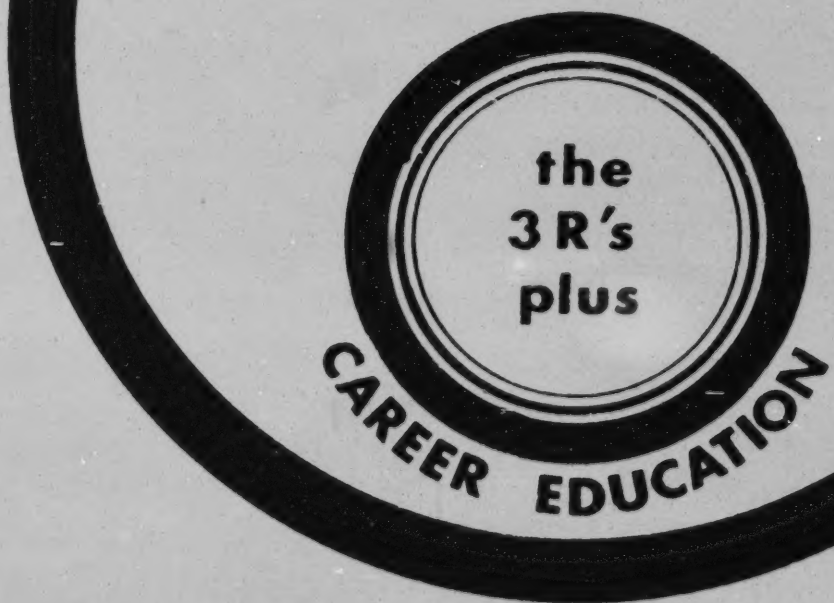
IMPLEMENTATION OF CAREER EDUCATION OUTCOMES THROUGH THE COUNSELOR-CONSULTANT ROLE



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OUTCOME I

This outcome concerning the achievement of an increased awareness of "self" by developing an understanding of interests and attitudes can be accomplished by offering the student the opportunity to realize and evaluate his interests, aptitudes and achievements as they relate to his career goals. The student will therefore be examining the successes and failures in his educational program and developing an understanding of those occupations in which he might be successful. Through such an analysis of self, he will be able to recognize his own uniqueness and to respect those qualities which are representative of him as an individual, constantly keeping in mind that he is always in the process of change. The student will then establish goals that are important to him because he now realizes that <u>what</u> he believes influences <u>what</u> he becomes!

OUTCOME I SUBJECT Business Education

ELEMENT Self-Awareness GRADE LEVEL 9 - 12

ACTIVITY: Hunt and Peck Frustration (Phase 1)

PURPOSE: The purpose of this activity is to demonstrate a need for obtaining a skilled performance on a required individual typing performance, using the inherent frustration as a stimulus for self-assessment. Incorporated in this activity is self-investigation of likes and dislikes, strengths and weaknesses, probabilities and improbabilities, as they relate to the career decision-making process.

MATERIALS: The following materials which are available in a typing classroom will be necessary for this activity: typewriters, paper, timing device.

PROCEDURE: The leader will instruct the students to use a hunt and peck method to produce a list of "Things I Like to Do". The leader will maintain an imposed time limit (15 minutes or less), which will tend to force frustration. With the lists before them, the students will then be asked to discuss with the leader some of the following topics: 1. Which produced more frustration for you, your typing ability or deciding what you like to do? 2. Will this course affect the responses you listed? 3. Does it make a difference to you whether Beginning Typing is related to your responses? 4. Do you care? 5. Is it o. k. if there is no relationship? 6. Could you live with a "no" answer? 7. Do you have many or few interests? 8. Do your interests tend to group together or are they widely different? 9. Would you like to have more interests or would it be more comfortable for you to have fewer interests? After encouraging the students to summarize the tie-in between typing skills and personal investigation, the leader will collect the students' lists for redistribution and comparison several weeks later.

EVALUATION: The evaluation for this activity will be the students' verbal response regarding the importance and appropriateness of the activity.

ADDITIONAL SUGGESTIONS: This activity could also be used in shorthand classes.

OUTCOME I SUBJECT Business Education

ELEMENT Self-Awareness GRADE LEVEL 9 - 12

ACTIVITY: Hunt and Peck Frustration (Phase 2)

PURPOSE: The purpose of the second part of this activity is to have the students assess their typing progress as a result of a comparison of past and present performance. The leader will also encourage the students to compare their lists of interests with their previous assessments.

MATERIALS: The following materials are essential for completing this activity: typewriters, paper, timing device.

PROCEDURE: The leader will have the class "touch type" (type without hunting) another list of "Things I Like to Do." The leader will maintain the same time limit (15 minutes or less) as was maintained in Phase 1. After the lists are typed, the leader will hand back to each student his previously typed list. The leader will ask class members to compare their list and will then conduct a class discussion concerning the following topics: 1. What things changed? 2. Typing skills or interests or both? 3. Do you feel comfortable if there is a change? No change?

EVALUATION: Verbal or typed comparisons of the two lists regarding typing skills and personal interests will be the evaluation for this activity.

ADDITIONAL SUGGESTIONS: This activity could also be used in shorthand classes.

OUTCOME I SUBJECT English

ELEMENT Self-Awareness GRADE LEVEL 9 - 12

ACTIVITY: Guided Fantasy

PURPOSE: Students often complain that their education is not relevant. They do so with comments such as: "Why can't we read some interesting books in English?", or, "Why can't I pick the books I want to read?" and, "English is boring". Often what they are saying is, "I can't get involved" and "I can't identify with anything we are reading". The Guided Fantasy activity is designed to get the students involved and to let them identify by having them, in a fantasy or daydream, assume the role of a character from a book or play and go through some of the experiences of that character, becoming aware of their own feelings and emotions as they "live" some of the pages of the book. In so doing and by sharing their feelings and emotions with each other, the students can recognize, understand, and accept their own uniqueness, as well as the individual differences of others.

MATERIALS: No special materials are needed for this activity.

PROCEDURE: When using the Guided Fantasy it is extremely important to establish an atmosphere that allows the student to get involved without feeling conspicuous or embarrassed. This can usually be accomplished by the leader saying: "Fantasizing or daydreaming is normal and is probably done to some extent by everyone. Small children frequently engage in fantasy. Playing house, school, cops and robbers, and cowboys and Indians are fantasy games. The toy industry produces things like G I Joe, Barbie dolls and Play-Skool, all items to be used in fantasy. It is often encouraged by parents and is generally considered 'wholesome, creative fun'. Excessive fantasizing would of course get in the way of a person's functioning well in reality, but unfortunately even a little fantasizing by adolescents or adults is often frowned upon. Because of this you hide and suppress your fantasies and in so doing often stifle your creativity. Today I want you to know that it is perfectly okay to fantasize. In fact, I hope to show you how you can use your fantasies to better understand yourself, to bring out your creativity and to develop your hidden potential."

The leader can continue by saying, "I'm going to take you on a fantasy. Some of you may have difficulty doing this and this is okay. I realize that it is not an easy thing for everyone to do -- but try real hard. I promise I will do nothing to embarrass any one of you and if you let yourself get involved, I am sure you will enjoy the experience and get a great deal out of it. If you feel that I am forcing you into something you don't want to do, it is okay; you won't be graded on this part of the activity. If you don't want to get involved there is no way I can force you to do so. The only thing I ask is please be absolutely quiet so those who do want to get involved can do so and won't be disturbed.

PROCEDURE:
(continued) "Now get as comfortable as you can. Close your eyes and for a minute think only of yourself and what you are feeling right now."

At this point, if the leader is skillful in the use of body or sensory awareness techniques, he can incorporate an activity here to provide the students with such an experience. If an awareness experience is not going to be used, the leader will continue by telling the students to in some way mentally remove everyone from the room except themselves and the person guiding the fantasy. The leader will then pause about 30 seconds and say, "If you haven't removed everyone, do so quickly. I want you to experience complete aloneness because when I stop talking, I'll be gone too." A pause of 2 or 3 minutes -- with complete silence.

This period of silence is for the student to get involved in his aloneness. At the end of the 2 or 3 minutes of silence the leader will say, "I'm back and I'm going to take you on a fantasy trip," and guide the students through the fantasy. The leader needs to use his creativity to adapt the fantasy to fit his specific subject needs. The setting for the fantasy -- the geographic area, specific locale, period of time, general atmosphere, etc., should be taken from the novel, the play, or whatever is being studied and recreated in the fantasy.

The following is an example of a fantasy based on Steinbeck's book, The Pearl. The leader should say, "Picture yourself walking along a beach (pause 15 seconds). Really experience being on the beach. (pause) Can you hear the waves? (pause 30 seconds) Smell the air. (pause) Is there a wind? (pause) Observe the weather. (pause) Where is the sun? (pause) If you have shoes on, take them off. Can you feel the sand between your toes? (pause) For a moment, assume the role of Kino -- you are Kino. (pause) Can you see yourself as Kino walking along the beach? (pause) Think about and relive all that has happendd to you as Kino in the last few days. (pause 30 seconds) Be aware of how you are feeling right now. (pause) Go on walking, feeling, experiencing your world as Kino. (pause 30-60 seconds) Find a nice comfortable place to sit down. (pause) When you are ready, open your eyes slowly -- like the sun coming up in the morning -- and come back to the classroom."

EVALUATION: As soon as the fantasy is over the leader should go directly into a follow-up activity. Three examples of such activities are: 1) The student will write about and then discuss how they felt walking along the beach. 2) The students will answer specific questions about the book while still assuming the role of Kino. 3) The students will react to the fantasy and talk about the experience. The follow-up activity should be designed to meet the leader's objectives for the day or unit. Following the discussion the leader should ask, "What did you observe during the discussion? What did you learn about yourself?"

ADDITIONAL SUGGESTIONS: In guiding a fantasy the leader must be as brief as possible. He must use very short sentences or phrases, saying only enough to give just a hint of structure to the fantasy. Numerous comments or too many directions will stifle the student's creativity. It would be better to have the fantasy completely unguided than to have too much structure.

OUTCOME I SUBJECT English

ELEMENT Self-Awareness GRADE LEVEL 9 - 12

ACTIVITY: Things I Like

PURPOSE: This activity is designed to help students analyze themselves. It can assist them in identifying their self-concepts and understanding their feelings. Such an activity is particularly applicable as an introduction to any reading unit which emphasizes characterization.

MATERIALS: The attached handout is to be used by the students and the leader. The following material will be useful for leader reference : Values Clarification, Strategy #1, "Twenty Things I Love to Do".5

PROCEDURE: The leader will read aloud with the students the first page of the handout. The leader and class can then discuss the "overview of the self-concept" and also any questions which might arise. As the leader continues to read the next two pages, the students should follow directions by writing the desired information on the last sheet of the handout. This technique may either be used on an individual or group basis. It is suggested, however, that information obtained be considered private and not to be shared with anyone unless the participant wished to share or discuss it.

ADDITIONAL SUGGESTIONS: For further variations on this activity the leader can look at those suggested in Strategy #1 "Twenty Things I Love to Do". This activity can be correlated for use in all subject areas.

THINGS I LIKE

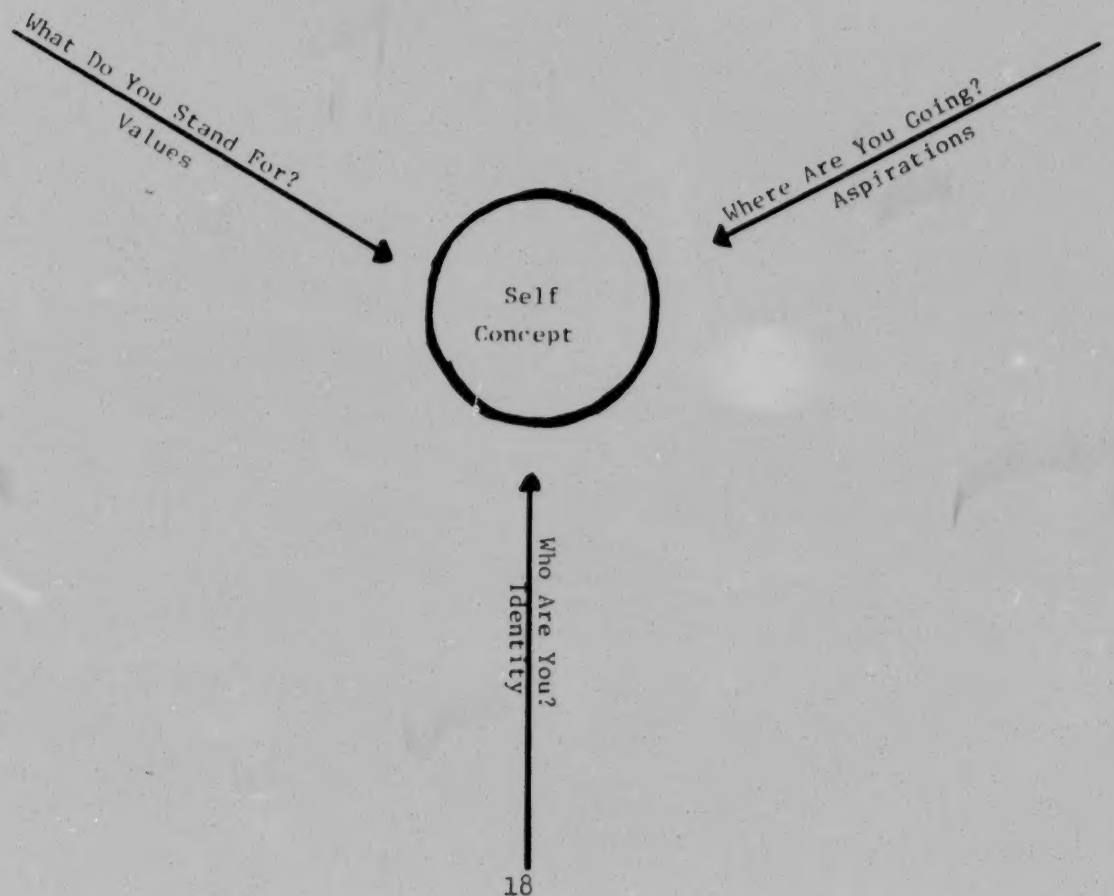
This is a technique to help people self analyze themselves. It will help a person identify their self concept and understand their feelings.

The three important questions this technique deal with are:

1. What do I stand for?
2. Where am I going?
3. Who am I?

This technique may either be used on an individual or group basis. It is suggested that the information that is obtained is a private matter, not to be shared with anyone unless the participant whishes to share or discuss it.

OVERVIEW OF SELF-CONCEPT



PROCEDURE:

1. List the ten (10) things you like to do most.

2. Star (*) the five (5) out of ten (10) that you like most of all.

3. Put a ($) sign next to each one that costs more than $3.00 each time you do it.

4. Put a "P" next to each one that includes other people.

5. Put an "A" next to those things you do alone.

6. Enter the date you last did each of these.

7. Put an "M" beside those things your mother would like to do and an "F" beside those things your father would like to do.

8. Pick one of the starred items and list five (5) things that you get out of doing it.

Now ask yourself these questions

1. Take a look at your life and see if you are doing the things you value.

2. See if you are living the kind of life you like most of all.

3. Are you aware of the money you need to live the life you say you like?

4. Do you like doing things with others, or alone?

5. Are you aware of how important your loved ones are in your living the kind of life you say you like?

6. Are you a "here and now" person?

7. Are you more like your mother or your father?

8. Are you aware that you like to do things that satisfy your needs?

This is the point at which the three important questions should be asked.

a) What do I stand for? -- values

b) Where am I going? -- aspirations

c) Who am I? -- identity

SELF-CONCEPT TECHNIQUE

TEN THINGS YOU LIKE TO DO	*	$	P	A	DATE	M	F
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

Five things you get out of doing one of the starred items.

1.
2.
3.
4.
5.

OUTCOME I SUBJECT English

ELEMENT Self-Awareness GRADE LEVEL 11 - 12

ACTIVITY: My Self-Characteristics

PURPOSE: Planned for students who have taken Holland's interest inventory, The Self-Directed Search, this activity is designed (1) to help students look realistically at some of their personal characteristics; (2) to let students get feedback from classmates regarding their personal characteristics; (3) to demonstrate to students how some of their personal characteristics affect their educational and career choices.

MATERIALS: The leader will need a duplicating master entitled, "A Look at Myself," which is available in the book Career Education Program.[6]

PROCEDURE: The leader will briefly introduce the idea of self-investigation, explain the threefold purpose of the activity, and distribute the handout. The students will complete the handout, but will not discuss the material until they have selected or been assigned a partner. The students, then, in dyads will describe what they view their partner's strengths to be; in addition, they can also discuss what they believe their strengths to be and how the two descriptions compare. After allowing as much time as needed for these discussions, the leader will conclude the activity with a general classroom discussion, which emphasizes how various personal characteristics already described in the dyads might affect career and/or educational decisions. The leader may list these characteristics on the board if he chooses.

EVALUATION: The evaluation can be based on individual participation in dyads and class discussions, or an additional written assignment can be included, one which stresses an analysis of the personal characteristics discussed and/or compared in the dyads.

ADDITIONAL SUGGESTIONS: Students may further analyze their self-characteristics by comparing themselves with individuals who are successfully implementing the job/jobs they are interested in pursuing.

OUTCOME 1 SUBJECT English

ELEMENT Self-Awareness GRADE LEVEL 9 - 10

ACTIVITY: Self-Obituary

PURPOSE: This activity is designed to help the student achieve an awareness about his own life by viewing his imagined death. He will need to examine his own uniqueness and deal with the quality of his life, plus consider the fact that he still has life ahead of him to use however he wishes (goals). The activity can be used in almost any unit on composition or with a short story, novel, or play in which one of the main characters dies, e.g., Romeo and Juliet, Julius Caesar, Flowers For Algernon, etc.

MATERIALS: The only materials needed by students are paper and pencil. For additional ideas, the leader may want to read pages 311-312 in Values Clarification from which the idea for this activity was revised.

PROCEDURE: To introduce this activity the leader might say, "We are going to try to look at life by viewing it from the perspective of death. We are going to write our own obituaries. I will give you a simple format to use, but you are not obligated to follow it. You may use any form you wish, but here are some suggestions you might use."

Tom Brown, age 15, died yesterday from.....He is survived by .....He will be remembered for.....He placed high value on.....He had always wanted.....The world will suffer the loss of his contributions in the area of.....The body will be.....In lieu of flowers.....His best qualities were.....His worst qualities were.....

When everyone has completed the assignment, the leader may ask class members to read the obituaries aloud either in small groups or to the whole class. The leader may want to eliminate names, however, then redistibute the papers and ask students to attempt to identify the "victims". If the exercise is used in connection with a piece of literature, the leader may ask students to first do an obituary on a "character" and then one on themselves.

EVALUATION: The leader may want to evaluate this exercise by doing an "I learned" activity. This can be found on Page 163 of Values Clarification.[7] Written or oral feedback from students may also be helpful.

ADDITIONAL SUGGESTIONS: Another variation on this activity might be to have students do two obituaries, one as it would probably appear in the newspaper and one as they would like it to appear. It might also be interesting to do an obituary on a prominent public figure they either admire or fault, e.g., politicians, athletes, performers, statesmen, or fictional characters they have read about. Students may also like to try an obituary an a friend or family member, as well as themselves.

OUTCOME I SUBJECT English

ELEMENT Self-Awareness GRADE LEVEL 7 - 12

ACTIVITY: What is Success to Me?

PURPOSE: The purpose of this activity is to help students understand their value systems and gain a realistic view of their future.

MATERIALS: The materials needed for this activity are the handouts "Success in My Value System" and "Work Values" from Deciding.[8]

PROCEDURE: The leader of this activity will introduce the activity by asking such questions as the following: Do you have difficulty knowing what you want in the future? What is of value -- of importance to you? Does what you value differ from what your parents value? After the opening discussion, so that students may better understand individual success, the leader will direct students to complete the worksheet, "Success in My Value System". Following completion of the worksheet, the leader will ask the students what they learned about themselves. At this point, the leader should stress that values are not right or wrong -- they are neutral and very individual. The leader will then distribute copies of "Work Values" and ask each student to rank the listed values in order of importance. To conclude the activity, the leader will organize the class members into small groups, based on what they ranked as their #1 value. Discussion in the small groups will center around why certain values are important to them. After discussing the Work Values sheet each group will be asked to list the occupations which would fulfill particular work values.

EVALUATION: Class participation and group involvement will be the chief means of evaluating this activity. An individual paper analyzing personal values may also be assigned.

ADDITIONAL SUGGESTIONS: If there is sufficient student interest, this activity can be extended to include research on the various occupations listed by the small groups.

OUTCOME I SUBJECT English

ELEMENT Self-Awareness GRADE LEVEL 10 - 12

ACTIVITY: My Investments

PURPOSE: This activity is designed to reflect on the personal costs associated with an individual's commitments, in order to help him decide how willing he is to invest himself in pursuit of his beliefs. The springboard for this activity could be the use of literature which exhibits the struggle toward making a commitment. The student can also be directed to search out those kinds of jobs which would best fit the life style to which he is willing to commit himself.

MATERIALS: The "Stock Investment" handout from Dimensions of Personality,[9] Search for Values can be used to implement this activity.

PROCEDURE: Background information for leader: Any personal commitment involves a personal investment, whether it be one of time, energy, money, trust, a combination of these or others. Consequently, when a person reflects on past or present commitments, or when he weighs future commitments, he comes face-to-face with what he values. If, for example, he does not value monetary wealth, he probably would not commit himself to a business venture whose sole purpose was the accumulation of huge profits. Or, if the individual has a deep appreciation of symphonic music, he probably wouldn't mind driving through a snowstorm to attend a special concert. Values, then give direction to our lives and consequently to our behavior.

To introduce the activity, the leader should read the following situation: Tom is thinking of running for the office of class president. He is troubled by not being sure if holding this office is worth the personal demands it would place on him. He realizes that he'd better think it through before making his decision, so he asks you to help him consider the demand involved in holding the office of president. What pro's and con's would you advise Tom to consider? As students volunteer their responses, they may be listed on the board. (Pro responses might include prestige, service to others, popularity, etc. Con responses might include too much work, risk of alienating friends, etc.) The responses actually will reflect the students' value jungments.

Once a fairly good list has been compiled, ask whether or not the class knows enough about Tom to be able to predict his decision. What really matters most to Tom is exactly what they don't know; they don't know what values he holds. For example, does Tom value service to others more or less than he values his friendships? If we knew the answer we'd be in a better position to predict Tom's behavior.

PROCEDURE:
(continued) A way for the leader to demonstrate the unpredictability of the class position (due to students' lack of information regarding Tom's value structure) would be to ask the students: "If you were Tom, would you run for office?" Have a show of hands for "yes" and "no". This activity hopefully will provide motivation to further consider the costs involved with one's own commitments. The assignment which follows is designed to help the student reflect on his own commitments -- past, present, or future -- to help him focus on his present structure of values.

The leader will then distribute copies of "Stock Investment Inventory" and ask students to complete the inventory. The leader will ask students to take those items which they have to spend, i.e., time, money, etc., and write the appropriate letter in front of any item in which they would be willing to invest.

EVALUATION: The leader could provide a sheet asking students to complete the sentences: "Today I learned that.....", or "I will use what I learned by .....".

ADDITIONAL SUGGESTIONS: The introductory activity, Tom running for class president, could be changed to fit student interests; i.e., Tom working for a car. This activity can also be used in social studies or behavioral science classes.

OUTCOME I SUBJECT Foreign Languages

ELEMENT Self-Awareness GRADE LEVEL 9 - 12

ACTIVITY: A Picturesque Me

PURPOSE: Since each student is a special individual, he should be offered maximum opportunity to develop a "graphic picture" of his own personality traits in order that he may gain insight into his strengths and weaknesses. The study of foreign languages and other cultures, particularly in the context of an awareness af how they relate to career choice, should stress the self-concept and the unique qualities of the individual student.

MATERIALS: The following materials are of particular value to the student in that they enable him to identify himself in the study of other languages (cultures): 1) publications, especially those containing illustrations, such as magazines and newspapers; 2) a variety of writing instruments to encourage greater attention and personal application to study projects (magic markers, felt-tip pens, crayons, etc.); 3) other items of visual communication with which the student may involve himself in his work (construction paper of different colors, paste, scissors, etc.).

PROCEDURE: The leader should explain to and assist the student in the making of a personal poster (a collage) by cutting out of the publications pictures and/or words representing the personality traits he sees in himself, particularly those traits which the student identifies with his own concept of the life-work role he will fill in the years to come. A situation (or situations) should then be created in which the student, on his own initiative as much as possible, may share with others of his own choosing (generally fellow students, but not excluding the leader) his collage and the meaning(s) that it has for him. This sharing of his experience should be conducted in the particular foreign language being studied -- orally, in writing, or both. In addition to this individualized situation, a similar group (total class) situation may be created, providing an interaction and thereby an additional perspective for student and leader alike. These situations may well provide insight into student occupational preferences and potentials.

EVALUATION: A general classroom discussion should be conducted which will provide a list of the personality traits identified, which in turn may be correlated with various career choices in which a knowledge of foreign languages can be used or is essential.

ADDITIONAL SUGGESTIONS: This activity can be used in any class and is easily adapted for junior high students. Sophisicated magazines may be in included in "MATERIALS" for older students.

OUTCOME I

SUBJECT Home Economics

ELEMENT Self-Awareness

GRADE LEVEL 9 - 12

ACTIVITY: or

PURPOSE: This activity will allow students to gain a awareness of how color and design of clothing display the way people feel about themselves. They will see that brightly-dressed people usually are happier than are those more somberly dressed.

MATERIALS: Paper and pencil are the only materials needed.

PROCEDURE: The leader will introduce the activity with a brief discussion of how behavior is affected by color. The leader will then ask each student to make a personal list of ten people who are retiring and ten people who are outgoing in their relationships with other people. After the lists have been completed, the leader will ask each student to observe the people on his list for one week, noting each day the color of their clothing.

EVALUATION: Students will tally their lists, noting the number of days each type of clothing was worn by the individuals on their personal lists. With the help of the leader, students will assess the correlation between the type of clothing worn and the type of behavior exhibited.

ADDITIONAL SUGGESTIONS: This activity could be used in all subject areas. If observing ten people each day is too time-consuming for students, the leader could modify the assignment by keeping a chart in the room and asking students to observe only two or three people each day.

OUTCOME I SUBJECT Home Economics

ELEMENT Self-Awareness GRADE LEVEL 11 - 12

ACTIVITY: Collage

PURPOSE: By making a collage of pictures, students will acquire an awareness of line and color, as they relate to interior design.

MATERIALS: Materials needed for the activity include tag board, glue, scissors, discarded magazines, and old catalogs.

PROCEDURE: With or without prior discussion, students will scan through magazines, cut or tear out quickly any pictures that appeal to them (without weighing quality or value), and glue them to the tag board in any fashion desire. Each student will place his collage on the chalk tray of the blackboard or display it elsewhere. Each person will then go around and look at all the collages, choose one he likes and as nearly as possible, find a partner on the basis of mutual appreciation. Each student will then discuss with his partner what appeals to his sense of color and line about the other person's collage.

EVALUATION: A class sharing time will be held in which particular attention will be paid to likenesses and contrasts in line and color.

ADDITIONAL SUGGESTIONS: This activity could also be used in the Art curriculum, and in conjunction with or , which immediately precedes it.

OUTCOME I SUBJECT Math

ELEMENT Self-Awareness GRADE LEVEL 9 - 10

ACTIVITY: Will the Real Me Please Stand Up?

PURPOSE: This is an introductory activity enabling students to discuss their career aspirations with other students. After students have identified career aspirations, a follow-up activity would be to identify math requirements for future career aspirations.

MATERIALS: In order to develop this activity the following materials will be helpful: 1) ample student handouts of "Where Am I Going?", 2) individual handout materials describing the school's student services, 3) an overhead projector, 4) transparencies taken from Career Education Program, Vol. II, "A Look at Yourself" and "A Look at the World of Work".[10]

PROCEDURE: The leader begins classroom discussion about careers and the world of work using transparencies "A Look at the World of Work" and "A Look at Yourself". The leader will emphasize the importance of each person considering material in this class in terms of his own interests, abilities, and desires. The leader will have each student complete "Where Am I Going?" Five to ten minutes will be allowed for this exercise. The leader will then ask students not to share career choice preferences with classmates until told to do so.

The leader will divide the class into small discussion groups, whose members will discuss the career preference of each person in the group. A format similar to that used on the "What's My Line?" television show may be incorporated to arrive at each individual's career preference. For example, each person in the group may ask questions of the person with the "secret" until he receives a "no" answer. Then the next person gets a chance to ask questions. This process continues until the group has guessed the person's career aspiration or exhausted its chances to learn it.

After several career preferences have been "guessed" in each group, the leader will hold a brief discussion of the types of questions that best served to assist the group in its solution of the career secret. These questions will be explained and listed on the board as important questions each person

PROCEDURE: (continued)

needs to explore before making a career choice. Examples: Does the person in this career work primarily with people rather than with things? Does the person in this career need a college education or special training?

When the small groups have completed their discussions of the tentative career choices, the leader will bring the class back together and will have each group present its career findings to the class. Perhaps additional discussion could be generated regarding similarities and differences of lists.

EVALUATION: Group reporting and listing of career findings will be the means of evaluation for this activity.

ADDITIONAL SUGGESTIONS: This activity could be adapted to the "To Tell the Truth" format. The leader might want to use this activity as an introduction to using the SRA Occupational Exploration Kit or library research.

OUTCOME I SUBJECT Physical Education

ELEMENT Self-Awareness GRADE LEVEL 7 - 12

ACTIVITY: How Is This Like Being Me?

PURPOSE: Quite often one's goals for personal fulfillment are vaguely perceived. Nevertheless, the choice of heroes one selects can serve as an indication of what one feels are his own interests, qualities, attitudes and ambitions. So in order to investigate these, the student will compile a list of athletic heroes and determine what is most admired about each one, why that trait is most admired and what he sees in himself that is like his hero.

MATERIALS: The following materials will be useful in developing this activity: scrap paper and dittoed copies of master list as adapted from The Search for Values Kit.[11] One column each for hero, sport, what I like most in this person, why? and how is this like being me?

PROCEDURE: The leader of this activity will ask the class to divide into groups of 5 or 6. Each group will determine its own list of athletic heroes and their qualities on the paper provided. Then, the class as a whole will combine their lists to make one master list. From this master list, each student will name his top ten choices, determining what is most admired about the person, why that trait is most admired, and how his own personal qualities relate to those of the athletes. Group discussion should follow so that a sharing of qualities and ideas from each person will contribute to the overall picture of what the student is trying to see.

EVALUATION: This activity is best evaluated by observation of the leader as to how much each student participates and how much time each student takes to determine his top ten list.

ADDITIONAL SUGGESTIONS: This activity may be used in any PE activity class of boys or girls. This activity may also be adapted to any curriculum area, and "Leaders," "Stars," "People I Admire Most" can be substituted for"Heroes"; "Any Area," for "Sport."

I admire .....

	HERO	SPORT	What I like most in this person	WHY	How is this like being me?
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

OUTCOME I SUBJECT Reading

ELEMENT Self-Awareness GRADE LEVEL 11 - 12

ACTIVITY: How Do I React?

PURPOSE: The purpose of this activity is to give the student a chance to discover how he reacts in a variety of situations.

MATERIALS: The materials for this activity were taken from the Search for Values kit.[12]

PROCEDURE: The leader will introduce the activity by explaining to the students the importance of finding patterns in their behavior and of realizing how these patterns affect them in their daily lives. For example, do they allow themselves to get close to old people or do they prefer to keep a distance; do they enjoy working with facts and figures more than working with people; do they run from crisis situations or do they stay and help. Following the introduction the leader will distribute copies of the activity sheet "How Close Do You Get To?" taken from the Search for Values kit. Students will be asked to imagine themselves confronted with each situation and to rank on a 1 - 10 scale, with 1 being "very close" -- how close they can come to each situation without feeling uncomfortable.

In summarizing the activity, the leader will ask the students to categorize each situation. Once they have categorized them, the leader will suggest that each student study his responses and look for a pattern to his reactions. Following the personal evaluation noted below, the leader can then use this activity as a lead-in for an English unit. Students will now look for behavior patterns of characters in material the class has read or will read.

EVALUATION: In order to evaluate this activity, the leader will conduct a class discussion by having students respond to the activity with "I learned" statements. The leader will follow up by conducting a discussion about how the students' behavior patterns limit or broaden their lives now, as well as how these patterns might limit or broaden their lives in the future.

ADDITIONAL SUGGESTIONS: Another values survey checklist can be found in Activities for Succeeding in the World of Work. Students can also work as a group to create a class checklist, or they can turn in their personal checklists for teacher reactions.

OUTCOME 1 SUBJECT Reading

ELEMENT Self-Awareness GRADE LEVEL 9 - 12

ACTIVITY: Me and My Goals

PURPOSE: When students state their goals and then later re-state their goals, they become more knowledgeable about themselves and can choose books for reading that might help them reach these goals.

MATERIALS: The worksheet to be used in this activity was adapted from Values Clarification.[13]

PROCEDURE: The leader will structure this activity to a large degree. Perhaps one student will look up the meaning of the word "goal" in the dictionary. The class might then discuss what goals are. When the leader feels that each individual has a firm grasp of what goals are, he will distribute the ditto which has ten unfinished sentences dealing with goals. This should be done early in the academic year. When the students are finished, the leader will collect the dittoed sheets with student responses. The students should not reveal their answers. There should be no discussion of the sheets after the first administration. Toward the end of the year a second administration should take place. After all are finished, the leader will hand back the first administration. With both administrations the student will be able to see how his goals may have changed throughout the year. A class discussion could result with students being encouraged to openly discuss their feelings. This might even be modeled by the leader, who will have taken both administrations of the unfinished goal statements.

EVALUATION: Students could write a one-page idea of how their goals have changed and what their reactions are.

ADDITIONAL SUGGESTIONS: Further variations might include a classroom newspaper in which each student may see everyone else's goals and how they might have changed from the first to the second administration. The leader's discretion should be used to keep the names anonymous and allow students to read the comparisons with little peer pressure. In addition an activity for non-readers would be to tape record the student's responses in the first part of the year. A blank space would be allowed on the tape for recording at the end of the year. Students would then be able to play back their responses and hear the difference in goals over the course of the year. Group or classroom discussions would then result.

Me and My Goals

Directions: The following ten sentences are not completed. These statements deal with your own individual goals. You are to complete these statements as truthfully as you can, using as many words as you like.

1. Some day I hope to accomplish.....
2. I hope I never have to.....
3. What I want most out of life is.....
4. Money is.....
5. I would like to meet people who.....
6. I hope our country decides to.....
7. I hope my part in society is.....
8. I would like my children to be.....
9. I would like to be remembered for.....
10. I would like to work as.....

OUTCOME I SUBJECT Science

ELEMENT Self-Awareness GRADE LEVEL 10-- 12

ACTIVITY: Looking In to See Out

PURPOSE: Through the use of an aptitude test, the aim of this activity is to facilitate the science student's systematic look at the world in terms of his own personality. Knowledge gained from this profile survey personalizes much of the information encountered by students in their study of science and in correlating their science studies with careers.

MATERIALS: An excellent aptitude test is the brief Self-Directed Search: A Guide to Educational and Vocational Planning by Dr. John L. Holland, published by Consulting Psychologists Press, 577 College Avenue, Palo Alto, California, 94306. Generally termed the "SDS" by those who have utilized it, the survey is designed to be self-administering and interpreting. It is in two parts, the SDS proper, plus The Occupations Finder. Directions for administering the test are included with the SDS.

PRODEDURE: The leader will distribute the SDS to students and explain the purpose for taking the test, as well as how to take it. Students will work at their own speed. After all students have completed the survey, the leader will then have the students concentrate on the "Investigative" section, which deals particularly with science. Using the profile information regarding his scientific and occupational aptitudes the student should then complement this information by referring to other educationa-vocational resource materials such as the Dictionary of Occupational Titles (commonly regarded as the "DOT") and the Occupational Outlook Handbook and the Career Information Kit (Science Research Associates), Career Interest Builders (Careers Incorporated), and The Sextant Series for Exploring Your Future.

EVALUATION: The leader encourages students to personalize this information about the occupations which are most interesting to them.

ADDITIONAL SUGGESTIONS: The class can be divided into dyads, and each member of the dyad can describe to the other what he perceives that person's strengths to be in the scientific area.

Each student can write a paper on his own strengths and weaknesses and how they might affect his career choice in science.

Other tests, such as the Kuder E or DD and the California Occupational Preference Survey, may be substituted.

OUTCOME I SUBJECT Science

ELEMENT Self-Awareness GRADE LEVEL 9 - 12

ACTIVITY: Human Graph

PURPOSE: The purpose of this activity is to clarify the individual's concept of values and reveal conflicts and confusion. The individuals will then relate the values to possible life roles.

MATERIALS: A suitable room is needed plus a set of situations of which these are suggested.

1. Safety:
   (a) A high school student drives home without fastening his seat belt.
   (b) A man with a family drives home from work without fastening a seat belt.
2. Southwestern Plants:
   (a) A science student planting a cactus garden takes his specimens from a national preserve.
   (b) A science student planting a cactus garden takes his specimens from a neighbor's acreage.
3. Chemistry -- Drugs:
   (a) A science student doing a research paper on drugs interviews heroin addicts for information.
   (b) A science student doing a research paper on drugs persuades a friend to take drugs so he can interview him regarding his reactions.

PROCEDURE: Prior to class, the leader will prepare a room so that one entire wall is free of objects. This wall will be used as a scale ranging from "total agreement" at one corner to "total disagreement" at the other corner. Allowance in the center of the room is made for those who prefer not to express their opinions -- "to pass". The leader will then introduce the activity by explaining the purpose and procedure of the activity.

The leader will read the "A" phrase of the first situation, allowing plenty of time for the participants to place themselves along the wall at the spot they determine identifies where they feel they belong at the moment. Then the leader will read the "B" part of the situation, allowing time for the students to change their relative position along the wall. For each situation, the leader will direct the participants to observe the direction of their movement from part A to part B. Each situation is covered in turn.

Finally, the leader will direct a discussion identifying specific reactions to the situations with known job roles, encouraging the class to cover as wide a range of workers as possible.

EVALUATION: Following the activity, the leader will direct a summary discussion regarding individual's movements from A to B for each situation and any reassessment of values.

ADDITIONAL SUGGESTIONS: In order to promote student planning, the students may suggest the statements which will elicit value reactions. Additional situations may also be found in Values Clarification.[14]

OUTCOME I SUBJECT Social Studies

ELEMENT Self-Awareness GRADE LEVEL 11

ACTIVITY: Self-Concept Collage

PURPOSE: The purpose of this activity is to increase the student's self awareness by encouraging him to recognize his interests, aptitudes and achievements, by assisting him to relate these to possible career goals, and by helping him to identify with a known historical figure.

MATERIALS: Materials needed for this activity are construction paper, scissors, glue, and a variety of magazines with pictures.

PROCEDURE: The leader should say to the students, "Using pictures cut from the magazines, make a collage that represents your self concept or self-image -- you as you now see youself. Try to find pictures that represent or depict your interests, your talents or aptitudes, your achievements. Paste those pictures on the construction paper in anyway you want. You might paste them on as you cut them out or you might try to convey some message about yourself with a certain arrangement." The leader should then give ample time for the building of the collages (a whole class period may be necessary) as this activity will stimulate the students to do a great deal of thinking about themselves, especially as they go through the magazines looking for representative pictures.

When the collages are finished, the leader will divide the students into groups of four or five. It is best if close friends are in different groups. The leader will then instruct the students to show their collages to the members of their groups and to share with them their significance and meaning. It is not only very helpful, but also recommemded that the leader create a collage of his own and use it to demonstrate meaning and significance to students. If the leader discusses his collage in a sincere manner, he sets the proper tone for the activity and lets the students know it is okay to act in a serious, positive fashion.

After a student has shown his collage and shared its meaning and significance, the other group members should ask him questions about it if they feel he has not adequately explained it. Finally, the group members should spend a few minutes discussing and relating to the student (1) the kinds of occupations, work, or endeavors that they feel he would be happy and successful doing, and (2) identifying historical roles that the student could have played, e.g. Abraham Lincoln, Martin Luther King, Poncho Villa, etc. The activity can be concluded at this point or continued by having the student shift to form new groups and then repeat the process.

EVALUATION: When all have shown and discussed their collages in the small groups, the entire class should be able to discuss or react to two questions:
(1) What did you observe or see happening during this activity?
(2) What did you learn about yourself during this activity?

OUTCOME I SUBJECT Social Studies

ELEMENT Self-Awareness GRADE LEVEL 10 - 12

ACTIVITY: How Do I See Myself?

PURPOSE: This activity assists students to achieve an increased awareness of "self" by understanding, accepting and respecting his own uniqueness as a result of learning, growth, and maturation. This exercise can be an ice-breaker or used as a starting point to learn what is meant by the term "self-concept".

MATERIALS: In order to develop this activity, the following rating scale will be useful: "How You See Yourself: Your Self-Concept".[15]

PROCEDURE: The leader can motivate the group by telling how he himself learned to move toward his lifetime goals once he came to see himself as a "total person" or in effect "got himself together". Or he can point out how great figures in history (or literature, music, or the arts) searched and found the important values in their own lives in order to make their "great" contributions. The leader can model how he might have seen himself at an earlier turning point in his life and how he sees himself now -- using the rating scale as a guide. The students then are encouraged to complete their own forms. These completed rating scales can then be kept by the students for their own information without being shared. Or, if the climate is right, they can pair up or form into small groups (maximum of 5 in each group) and discuss their completed forms.

EVALUATION: The next day the leader can hand out an optional feed-back sheet with items as:

1. This exercise helped me .....
2. A goal that I now want to work on is .....
3. I learned that .....
4. At the end of this school year I can see myself as ..... or doing .....
5. In five years I can see myself .....

ADDITIONAL SUGGESTIONS: Cross reference with Outcomes VI, A-2 and IV, A-3. In addition to using this exercise in Social Studies classes, it can be used in English classes.

HOW I SEE MYSELF: MY SELF-CONCEPT

On a 9-point scale drawn below, rate yourself where you think you are now in performance ability.

	1 Is unaware of what this is	2	3	4	5 Average	6	7	8	9 Performing on a very mature level
1. Making more and new friends among both sexes and on a more grown-up level.									
2. Playing the part of a man or woman in today's culture.									
3. Making the best of one's body and using it effectively.									
4. Needing support less and less from adults to justify one's feelings.									
5. Being sure of survival through own efforts.									
6. Trying out job possibilities and training for them.									
7. Deciding about marriage and getting ready for family life.									
8. Understanding our community and cultural institutions; their makeup and how they run. Effectively criticize them for better re-creation.									
9. Doing for others as one wants done for self and refraining from doing to others what one does not want to receive.									
10. Deciding on what you're for and against and beginning to act in accord with these beliefs.									

OUTCOME I SUBJECT Social Studies

ELEMENT Self-Awareness GRADE LEVEL 10 - 11

ACTIVITY: Values Appraisal

PURPOSE: This activity is designed to evaluate the importance of values in determining individual career direction. The students will attempt to identify their present set of values and in so doing improve their understanding of the need to evaluate their career goals according to their value systems. Once this activity has been completed by the students, they can then easily apply the same materials to an analysis of various leaders whom they are presently studying in their social studies class.

MATERIALS: The materials used for this activity are adapted from Activities for Succeeding in the World of Work and include the following student worksheets: "Values Appraisal Scale, Scoring Form", "Profile of Values" and the "Value Scale Interpretation".[16]

PROCEDURE: The activity leader facilitates a discussion regarding the identification, the changing nature, and the importance of values in our lives. The leader next introduces the "Value Appraisal Scale" worksheet which the students will complete. The directions on how to score, profile and interpret the scale are then explained by the leader as he uses the following worksheets with the students: "A Scoring Form", "Profile of Values", and the "Value Scale Interpretation".

EVALUATION: The leader divides the class into groups of 4 to 5 students. Each group compares their individual profiles with the average profile for boys and girls. The meaning of the results is discussed by the groups. Each group then selects a chairman who will share the group evaluation with the enire class. The leader directs a class discussion of the group reports.

ADDITIONAL SUGGESTIONS: Students have many opportunities to study leaders of government, industry, arts and sciences in their social studies curriculum. The students may estimate values held by past and present leaders using the Profile Chart. Evidence used in making decisions about these estimated values will be presented by the student in written report form. This activity could be used in all subject areas.

OUTCOME 1

SUBJECT Special Activities

ELEMENT Self-Awareness

GRADE LEVEL 10-12

ACTIVITY: Who Should Survive ?

PURPOSE: The student will become more aware of his own values and then begin to establish goals consistent with his own interests, aptitudes, and desired style of living.

MATERIALS: The following material will be useful in this activity:a list of 15 persons with specific roles.[17]

PROCEDURE: The leader of the activity will distribute to the students dittoed sheets listing the 15 persons and their various roles. He will then read the directions to the students: "The following 15 persons are in an atomic bomb shelter. An atomic attack has occurred. These 15 persons are the only humans left alive on earth. It will take 2 weeks for the external radiation level to drop to a safe survival level. The food and supplies in the shelter can sustain at a very minimum level, 7 persons for 2 weeks. In brief, only 7 persons can minimally survive. It is the task of your group to decide which 7 persons will survive. The group decision must be unanimous." After the students have reached a unanimous decision regarding the seven persons who will survive, they will discuss how they made their choices.

EVALUATION: The students will evaluate the activity as they discuss their choices and relate them to their own values: "How are they surviving?"

ADDITIONAL SUGGESTIONS: If the class is large, it will be helpful to divide the students into groups of 8-10 in order to give each student more opportunity for involvement.

This activity is particularly useful with students who have been "turned off" to school.

-"WHO SHOULD SURVIVE?"-

The following fifteen (15) persons are in an atomic bomb shelter. An atomic attack has occurred. These fifteen (15) persons are the only humans left on the earth. It will take two (2) weeks for the external radiation level to drop to a safe survival level. The food and supplies in the shelter can sustain at a very minimum level, seven (7) persons for two (2) weeks. In brief, only seven (7) persons can minimally survive. It is the task of your group to decide the seven (7) persons who will survive. The group decision must not be only a concensus, but also must be unanimous.

1. Dr. Dane / 39, white, religion-no affiliation, Ph. D. in History, college prof., good health, married, one child (Bobby), active and enjoys politics.

2. Mrs. Dane / 38, white, Jew, AB & MA in Phych., counselor in mental health clinic, good health, married, one child (Bobby), active in community.

3. Bobby Dane / 10, white, Jew, special ed. classes for four years, mentally retarded, IQ 70, good health, enjoys his pets.

4. Mrs. Garcia / 33, Spanish-American, Roman Catholic, 9th grade ed., cocktail waitress, prostitute, good health, married at 16, divorced at 18, abandoned as a child, in foster home as a youth, attacked by foster father at age 12, ran away from home, returned to reformatory, stayed until 16, one child three weeks old (Jean).

5. Jean Garcia / Three weeks old, Spanish-American, good health, nursing for food.

6. Mrs. Evans / 32, Negro, Protestant, AB & MA in Elementary Ed., teacher, divorced, one child (Mary), good health, cited as outstanding teacher, enjoys working with children.

7. Mary Evans / 8, Negro, Protestant, third grade, good health, excellent student.

8. John Jacobs / 13, white, Protestant, eighth grade, honor student, very active, broad interests, father is Baptist minister, good health.

9. Mr. Newton / 25, Negro, claims to be atheist, starting last year of medical shcool suspended, homosexual activity, good health, seems bitter concerning racial problems, wears hippy clothes.

10. Mrs. Clark / 28, Negro, Protestant, college graduate, engineering, electronics engineer, married, no children, good health, enjoys outdoor sports and stero equipment, grew up in ghetto.

11. Sister Mary Kathleen / 27, Nun, college graduate, English major, grew up in middle class neighborhood, good health, father a businessman.

12. Mr. Blake / 51, white, Mormon, high school graduate. mechanic, "Mr. Fix-it", married, four children (not with him), good health, enjoys outdoors and working in his shop.

13. Miss Harris / 21, Spanish-American, Protestant, college senior, nursing major, good health, enjoys outdoor sports, likes people.

14. Father Franz/ 37, white, Catholic, college, plus seminary, priest, active in civil rights, criticized for liberal views, good health, former college athlete.

15. Dr. Gonzales/ 66, Spanish-American, Catholic, medical doctor, general practitioner, has had two heart attacks in past five (5) years but continues to practice.

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OUTCOME II

This second outcome relating to increased interests and/or achievements in the educational program which emphasize the basic skill areas can best be accomplished by encouraging the student to recognize not only the importance of language, computational and reasoning development, but also the mastery of content knowledge as means of achieving career goals. The student will therefore become aware of the relationship between his acquired knowledge, the changing nature of the world of work, and the far-reaching effects both have on his life. He will then evaluate his career progress and assess its suitability. At this point, the student will also realize that different career directions require varying means of educational preparation, and he will recognize the importance of planning post secondary educational experiences necessary for the career of his choice. In the process of establishing this realization, he will also see how his educational experiences are a part of his career development -- how his acquisition of skills and management of time during high school will directly influence his later life. Finally, the student will become fully cognizant of the fact that learning is continuous, that it is a continual part of life and career adjustment.

OUTCOME II

SUBJECT Business Education (Distributive Education)

ELEMENT Educational and Career Awareness

GRADE LEVEL 11 - 12

ACTIVITY: Let's Play

PURPOSE: The purpose of this activity is to give business students the opportunity to explore through roleplaying what the membership on a board of directors entails.

MATERIALS: The leader will provide each student group with a mimeographed "situation" that must be acted upon by the board of directors.

PROCEDURE: The leader will introduce the activity by discussing the organizational structure of retail business, using examples of various retail businesses in the area. After the leader introduces the topic, he or members of the class will invite various retail leaders to discuss the function of the board of directors. Following this discussion the class will be divided into groups of five (5) and the leader will distribute a "situation" to each group; the following are examples of possible situations:

(a) Proper dress for working in the store.
(b) Employee caught in a drug raid.
(c) Employee convicted of drunk driving.

The leader will then set the stage for roleplaying by explaining that what each group decides will be the policy followed by the store employees. Each group will roleplay its board of directors "situation".

After the roleplaying experience, the leader will have four (4) or five (5) interested students take a field trip to observe an actual meeting of a board of directors. The students will then report their impressions to the class.

EVALUATION: The leader will observe students' reactions and determine the degree of input.

ADDITIONAL SUGGESTIONS: One variation would be for the leader to plant an antagonist in each group to allow more group interaction.

An adaptation could be used in speech, stressing parliamentary procedure. Another could be used in social studies, emphasizing the operation of the free enterprise system.

OUTCOME II SUBJECT Business Education

ELEMENT Educational and Career Awareness GRADE LEVEL 12

ACTIVITY: Variety is the Spice . . .

PURPOSE: In order to develop an awareness of the variety of available secretarial careers, each student will read at least four articles describing different types of secretarial positions and will then write a brief report on the one most interesting to him.[78]

MATERIALS: In order to develop this activity, the following materials will be useful: current issues of Today's Secretary, published monthly by Gregg Division, McGraw-Hill Publishing Co. and any other appropriate career materials; typewriters and typing paper.

PROCEDURE: The leader will discuss the purpose of the activity with the students and will make career materials and magazines available to them. The students will then select four articles about secretarial careers in various industries and businesses. They will choose the secretarial career that most appeals to them and will type a brief summary of the duties and activities which are required for that position.

EVALUATION: The leader will evaluate and comment on the students' typed reports, emphasizing those details which the leader feels are necessary.

ADDITIONAL SUGGESTIONS: Students can invite secretarial representatives to visit the class and discuss their careers with the students.

This activity can be adapted for use in any curriculum area.

OUTCOME II SUBJECT General Business

ELEMENT Educational and Career Awareness GRADE LEVEL 9

ACTIVITY: Career-O-Grams

PURPOSE: The purpose of this activity is to provide an entertaining means of reviewing information discovered in a Business Career Research Unit.[19]

MATERIALS: Copies of career-o-grams, paper, pencils.

PROCEDURE: The leader will review with the class career areas and various entry-level jobs which have been researched by class members. The leader will next explain the idea of career-o-grams and distribute them to the class. The class, working singly or in pairs, will then complete the career-o-grams. The leader will conclude the activity with a class discussion regarding the career-o-grams -- i.e., what kind of information could be included on one; how would you devise one; are career-o-grams "fun" to do?

EVALUATION: Student interest and involvement in the activity will be the means of evaluating it.

ADDITIONAL SUGGESTIONS: Each student in the class can devise his own career-o-gram. Then these student-written career-o-grams can be distributed among and completed by class members.

OUTCOME II SUBJECT English

ELEMENT Educational and Career Awareness GRADE LEVEL 9 - 10

ACTIVITY: People and Work Classifications

PURPOSE: This activity will help students become acquainted with themselves by relating to them a means of looking at work which uses the U. S. Department of Labor's "Data, People, Things" method of categorizing.

MATERIALS: The materials needed for this activity are the Dictionary of Occupational Titles, Vol. I and II, and the attached worksheet, "A Simple Way of Relating People to Work Classifications".

PROCEDURE: The leader will begin the activity by describing the D.O.T. and explaining the system of classifying work according to the importance placed on "Data, People, Things". After giving some examples for each category, the leader will distribute the worksheet. Using the worksheet, the leader will ask the students to list in rank order their preference for involvement. The leader will next ask students to classify their school classes, identifying which of the three classifications are emphasized in each. The leader will then ask students to think of teachers they know and list them by classification ("Data, People, Things") of major interest. Finally, students will be asked if they have been successful in the area which matches their first choice of involvement. Then, in terms of English, the leader will have the students choose characters from a story, identify the work they do and the category it falls into, and look up the classification for this work in Vol. I of the Dictionary of Occupational Titles. The leader will conclude the activity by discussing with the entire class the importance of analyzing self and career possibllities from the "Data, People, Things" point of view.

EVALUATION: Students will write a brief character analysis based on the character's description in the story and his job description in the D.O.T.

ADDITIONAL SUGGESTIONS: Students can roleplay, on-the-job reactions of the fictional characters they have categorized according to a "Data, People, Things" orientation. This roleplaying can occur in conjunction with, or prior to, individual interviews with actual people on the designated job. Students can then comment on their roleplaying in terms of their individual interviews.

A Simple Way of Relating People to Work Classifications

Following the directions of the teacher fill out the following:

1. I like most to work with ____ date (ideas) ____ people ____ things

2. I feel like these departments in my school place emphasis on:

SUBJECT	DATA (ideas)	PEOPLE	THINGS
Art	____	____	____
Business	____	____	____
Drama	____	____	____
English	____	____	____
Homemaking	____	____	____
Industrial Arts	____	____	____
Mathematics	____	____	____
Modern Languages	____	____	____
Music	____	____	____
Science	____	____	____
Social Studies	____	____	____
Sports and P. E.	____	____	____

3. List teachers you know whose major interests fall under one of these groups:

DATA (ideas)	PEOPLE	THINGS

4. Has your success in shcool been in the area which you rated #1 in part 1 of this page?

____ yes ____ no

5. Using a story which the class has been studying and using the job which the character performs, look up the occupational definition and data, people, thing involvement of each in the Dictionary of Occupational Titles, Vol. 1.

OUTCOME II SUBJECT English

ELEMENT Educational and Career Awareness GRADE LEVEL 9 - 12

ACTIVITY: Playing Career Counselor

PURPOSE: In this activity, a student will have a chance to understand the relationship between his interests, attitudes, achievements and possible career goals. This particular activity would be "fun" to do in culminating an English-oriented career unit.

MATERIALS: The leader should make sure students have an outline to use when they conduct their "counseling" sessions. In addition, paper and pencil is essential for note-taking during the interviews.

PROCEDURE: After the leader has discussed what a vocational counselor does, the leader should explain that each student will have an opportunity to do an in-depth interview with another student, based on all the elements involved in establishing career goals and making career choices. The activity leader will provide the students with an interview outline which will include the following elements: interests, needs, assessed abilities, desires, attitudes, amount of education desired, achievements to date (honors, grades, etc.), and so on. The class will then break up into pairs with the leader being careful not to let friends work together. One half of the class time, part of the students will roleplay the "vocational guidance counselor"; the other part, the clients. For the other half of the designated time, roles will be reversed.

As this activity is designed to be a culminating activity, it is assumed that career discussion and exploration activities will have been conducted prior to this activity, which would make students aware of job families or clusters and the vast scope of job possibilities in the world of work. Therefore, at the end of the interviews, students will write down two or three jobs that they would suggest for the person they have just interviewed. This could be shared with the entire class or simply discussed between the pairs, with the leader being involved.

The activity might be even more fun if each student had previously written down two (2) or three (3) jobs which interested him or that he was considering. The "career counselor" and the client could then see if a relationship existed between what the client desired and the "counselor" predicted.

EVALUATION: Probably student reaction is the most important method of evaluating the success of this activity.

ADDITIONAL SUGGESTIONS: If the leader feels more need for an exercise in written communication rather than oral communication, this activity can easily be adapted to fit that need. Each student can simply write a composition about himself which would include the information covered in the outline. Then papers could be exchanged, and students could make suggestions for jobs on the bottom of the paper. Again, it would be interesting to have students list their own career plans or interests before the activity begins.

OUTCOME II SUBJECT Foreign Languages

ELEMENT Educational and Career Awareness GRADE LEVEL 9 - 12

ACTIVITY: Which Way Do I Go?

PURPOSE: The student of foreign languages must first be aware that occupations requiring training in foreign languages necessitate various skills and preparations; the student should therefore concentrate his efforts where he is most accomplished and interested, in order to gain the knowledge and the confidence which will make his language study valuable to him. This activity will allow him the opportunity to gain awareness and to concentrate on his interests and abilities as related to the study of foreign language.

MATERIALS: This awareness, together with the student's insight into his own particular abilities and interests, may be heightened and thus made personally meaningful by the use of the following: 1) a list of occupational titles based on a knowledge of foreign languages (see attached); 2) "Help Wanted" sections in newspapers and magazines in which a knowledge of a foreign language is called for in the positions advertised; 3) information or brochures or pamphlets detailing job offerings circulated by employment agencies; and 4) information concerning foreign language requirements in positions with companies or industries operating on an international level.

PROCEDURE: The leader should sumbit the above materials to the students, who then should visualize (to themselves first) the actual work tasks involved in occupations listed (as many as they choose); then they may describe aloud to the class or members of the class the concepts they have formed for the tasks. The logical consequence of this activity, as far as the leader is concerned is to relate these occupations to the content of the course work with the aim of making classroom activity meaningful in the pursuit of a life work. (The hand-out "Sample of Jobs", from Career Education Program, Vol. III, is particularly suited to this procedure.)[20] As this procedure unfolds, the leader will find it desirable to evaluate as many occupational positions as possible in this way.

The leader will then form the class into small groups with similar general occupational interests; in this way, the students may gain even greater interest and understanding of specific occupations related to a background in languages.

The leader should urge each student to investigate three (3) additional occupations (beyond those of his choosing) and analyze each in relation to the course involved; in this way, he may realize corresponding work tasks of various occupations, thus achieving greater insight into the applicability of a knowledge of languages and perhaps discovering an occupation (or occupations) he had not considered suitable for him

PROCEDURE:
(continued) Or, the leader may organizd the class into small groups, each of which would act as a panel in a "Twenty Questions" exercise with each panel presenting to the class an example of a skill or concept used in a foreign-language-related occupation without identifying that particular occupation; the class objective would be to identify the occupation in question within twenty questions limited to those requiring a "yes" or "no" answer. If the class fails to identify the occupation in twenty questions, the panel wins; then the occupation is revealed and a discussion concerning the questions about the occupation may be conducted. If time does not permit completion of this activity, the leader may carry it over to the next class meeting with students encouraged to think about the skill or concept in the meantime and to form additional questions for the panel.

All of the procedures should be conducted in the appropriate foreign language (orally and/or in writing) at the higher levels of study. At beginning levels, the use of English may be allowed, with the students encouraged to pose their questions in the foreign language to the extent of their capabilities. (This condition, insofar as procedures are concerned, should remain constant in all activities as the study of foreign languages is correlated with Career Education objectives.)

EVALUATION: The worth of this activity may be determided through a general classroom discussion of the "Twenty Questions" exercise, with the leader posing questions, offering explanations to student questions, and generally observing the results of the procedures.

ADDITIONAL SUGGESTIONS: The leader can encourage the students to select a job or jobs related to the course subject and then to determine how knowledge gained in a foreign language course might be used "on the job". In this respect, it would be helpful if the student could secure an interview with a person employed in the particular occupation, and also if he could secure the use of various resource materials related to that occupation (literature, tools, equipment, etc.). Students would then report the results of their job studies to the class.

The leader or the students themselves can invite individuals who utilize two languages in their jobs to discuss these jobs with the class.

OUTCOME 11 SUBJECT Home Economi.

ELEMENT Educational and Career Awareness GRADE LEVEL 9 - 12

ACTIVITY: Artsy- Craftsy Ideas

PURPOSE: The following suggestions are intended to give students the opportunity to combine learning experiences within the total school setting and to apply that learning to real life situations. This activity could be a unit within a sewing class or could be a separate crafts class.

MATERIALS: It is essential that there be a nursing home within the community. As for the crafts, the following materials may be necessary: plenty of material scraps for patchwork quilting, wood for a quilting frame, crochet, knitting and embroidery needles, and various yarns and threads.

PROCEDURE: Initially, the leader should encourage the students to write to a local nursing home explaining that they wish to exchange crafts with the patients. The students could invite the patients to the classroom to teach their skills in exchange for learning other skills that the students may know. Together the students and nursing home patients could make items for a bazaar. Crafts might include patchwork quilting, doll clothes, crochet, embroidery, knitting, crewel, and macrame. Money made from the bazaar could be donated to the nursing home. The students may wish to expand this experience by doing volunteer work at the nursing home.

EVALUATION: The students may be asked to write a couple of short paragraphs telling what they have learned from the patients (other than the crafts) and what may be some other ways to utilize community resources in the school.

ADDITIONAL SUGGESTIONS: Students and nursing home patients could set up a corporation similar to Junior Achievement, enabling both groups to become self-sufficient. Art and Industrial Arts classes might be invited to participate in this project. This could be a class in and of itself rather than a unit, or it could be a mini-course. TV and newspaper reporters might be invited to view the project as a boost to the students and patients.

OUTCOME II

SUBJECT Industrial Arts

ELEMENT Educational and Career Awareness

GRADE LEVEL 9 - 12

ACTIVITY: A Business Venture

PURPOSE: The purpose of this activity is to give students an opportunity to become part of a pre-structured business venture, in order to increase their recognition of the significance of language, computational, and reasoning skills.

MATERIALS: The materials for this activity are developed from the supplies at hand in the electrical shop and business education classroom (scrap material for making an electro-engraver, iron core, magnet wire, paper clip, etc.; ledger paper, work order forms). The leader should acquire some tools for engraving from students or other teachers.

PROCEDURE: The procedure the leader follows requires that the materials be available and ready to work with before the activity is undertaken. The electricity shop must be already set up to allow the leader to progress from one work area to the next, as he demonstrates to the students. It is essential what any time-consuming operations (machine adjustments, coil winding, etc.) be carried out beforehand. While setting up the shop facilities to use as a back-up for the demonstration model, it is suggested that the leader build and adjust an electro-engraver. (Most electrical project texts have plans for electro-engravers).

First Session: (55 minutes). The leader will conduct a brief student orientation, emphasizing that this activity is designed to relate Advertising, marketing, manufacturing, and business practices to an engraving business venture. The students will not be expected to become skilled, but should conern themselves with understanding the relationship of the various activities being shown. On poster paper and before the class, the leader will write an ad for engraving services using student suggestions. It is important that no erasing be included in the editing process; mistakes and improper sequence, etc. are essential and must be retained (use graphic representation whenever possible). The leader will leave this sample in view and proceed.

The leader will sketch before the class a working drawing of the electro-engraver, demonstrate a plan of procedure, and list the bill of materials. No attempt is made to complete the sketch; and the manufacturing problems are presented, but left with many conflicts and problems still to be resolved. At this time the leader proceeds to the next step in the procedure.

PROCEDURE:
(continued) The leader now takes the students into the shop area and walks them from station to station, discussing manufacturing skills and problems as he simultaneously assembles the electro-engraver. (At this point the leader will hang up for comparison purposes a polished sample Ad and Blueprint).

Second Session: (55 minutes). The activity leader will distribute to the class a dittoed work order form and a bookkeeping ledger form. A discussion will be initiated relating to the engraving service, its cost and inventory. The pertinent details are entered on the provided forms. Several volunteers will be selected from the class to engrave the submitted tools while the rest of the class observes. The leader will conduct a summary discussion of the activity emphasizing the following questions: Could each area demonstrated occur simultaneously? Which area requires the most skill? What skills are required to work successfully in each area? Which area would you like to work in most? Least? What education or training are necessary to work in your preferred area?

Third Session: Evaluation: The leader will ask the students to make a list of teachers or other students in the school who could be hired to go into the engraving business with the class. The suggestions will then be discussed.

ADDITIONAL SUGGESTIONS: An electro-engraving service is merely an example. Other services may be more applicable to the existing facilities and student interests. A more extensive business concept could easily be organized by increasing the amount of student and departmental involvement.

An activity of this nature could be used as a departmental orientation for new students. It could also emphasize more strongly the decision-making aspects of the sessions and thus become a decision-making activity or unit.

OUTCOME II SUBJECT Math

ELEMENT Educational and Career Awareness GRADE LEVEL+ 9 - 10

ACTIVITY: What Classes Do I Need to Prepare for my Career?

PURPOSE: The purpose of this activity is to make students aware of both specific occupational requirements and curriculum courses available in the coming school year.

MATERIALS: Worksheets 1 and 2 or similar lists of your school's course offerings and graduation requirements may be used.[21] The scores of a math aptitude test will also be useful for this activity.

PROCEDURE: The leader will distribute lists of the school's course offerings and a blank worksheet. The leader will then ask students to make a tentative class schedule for next year, using the local requirements. Whenever choices are available, the leader will encourage the students to select courses on the basis of their career choices. The leader will serve as a consultant, circulate around the classroom and discuss with students whether they will need additional education after high school; whether they plan to go to college, junior college, technical school, etc. In this way, the leader can answer any questions that require discussion or an explanation.

EVALUATION: This activity may be evaluated through discussion of these tentative student schedules as working plans for the following year. A written evaluation by the student may also be useful as an evaluation technique.

ADDITIONAL SUGGESTIONS: Various departmental representatives could be invited to the class to answer questions about specific courses. Or, students could interview these representatives individually and report their findings to the class.

Worksheet I

SAMPLE HIGH SCHOOL COURSE LIST

Art	**GEP
Visual Arts	9-12
Agriculture	
Animals and Plants	9-12
Animal Science	9-12
Horticulture	10-12
Advanced Ag.	10-12
Auto Mechanics	
Auto Repair	10-12
Body and Fender	10-12
Business Education	
Typing I	9-12
Typing II	10-12
General Business	9
Shorthand	11-12
Office Practice	11-12
Office Machines	11-12
Marketing	11-12
Drivers Education	10-12
English	
*Fundamental English	10
*Composition	11
Grammar and Usage	9-12
English Literature	9-12
Speech	9-12
Journalism	9-12
Creative Writing	9-12
Poetry	9-12
Humanities	9-12
Drama	9-12
Stagecraft	9-12
Advanced Acting	10-12
Foreign Language	
French I, II, III, IV	9-12
German I, II, III, IV	9-12
Spanish I, II, III, IV	9-12
Latin I, II, III	9-12
Home Economics	
Creative Foods	9-12
Clothing	9-12
Tailoring	10-12
Home Furnishings	10-12

Industrial Arts	GEP
Drafting	9-12
Sheet Metal	9-12
Shop Mechanics	9-12
Electricity	9-12
Electronics	10-12
Woodwork	9-12
Photography	10-12
Graphic Arts	10-12
Welding	10-12
Mathematics	
General Math	9-12
Algebra I	9-12
Geometry	10-12
Algebra II	11-12
Trigonometry	11-12
Analytical Geometry	11-12
Calculus	11-12
Music	
Orchestra	9-12
Band	9-12
Chorus	9-12
Physical Education	
PE I, II, III, IV	9-12
Sports	9-12
Science	
General Science	9-12
Biology	10-12
Chemistry	10-12
Physics	10-12
Physiology	10-12
Genetics	10-12
Social Studies	
Geography	9-12
Modern World	10-12
American History	10-12
World Culture	10-12
*American Problems	11
Basic Economics	10-12
*Free Enterprise	12
*American Government	12

* Required

**Grade enrollment permitted

Worksheet 2

SAMPLE SCHEDULE CARD

Name _____

Career Chosen _____

9th Grade Classes

10th Grade Classes

11th Grade Classes

12th Grade Classes

Additional education needed yes_____ no_____

OUTCOME II SUBJECT Physical Education

ELEMENT Educational and Career Awareness GRADE LEVEL 9 - 10

ACTIVITY: A Look at the World of Health, Physical Education and Recreation

PURPOSE: The purpose of this activity is to help the student recognize that different career directions require varying types of educational preparation.

MATERIALS: Research materials for this activity will be found in the library, the career resource center, college catalogues (course descriptions), the Dictionary of Occupational Titles and through interview with teachers, dancers, physical therapists, occupational dance and/or recreational therapists, social or playground directors, etc.

PROCEDURE: The activity leader will introduce the activity by describing different Physical Education careers and the training required for them. Next, the leader will divide the class into three groups. Each group will spend a specified amount of time doing research on careers or fields of study in each of the following areas: health, physical education, and recreation. Each group will then report back to the class members the information acquired in the research. The leader will conclude the activity with a general discussion regarding the range of careers available in the areas of Health, Physical Education and Recreation.

EVALUATION: The written reports compiled by the research groups as well as class participation, will serve as evaluation for this activity.

ADDITIONAL SUGGESTIONS: The leader or the class can invite appropriate speakers to discuss their careers with the class.

The class can "publish" for the school population a dittoed booklet outlining careers in the Health, Physical Education and Recreation area.

OUTCOME II SUBJECT Reading

ELEMENT Educational and Career Awareness GRADE LEVEL 7 - 12

ACTIVITY: Occupational Jargon

PURPOSE: The purpose of this exercise is to discover how words and jargon attach to various occupations.

MATERIALS: The materials needed are pencil, paper, and the Dictionary of Occupational Titles or any available career materials.

PROCEDURE: The leader will conduct a class discussion of the DOT or other existing career materials to demonstrate the different types of occupations which exist. Then each student will choose an occupation, research it, and then interview a worker in the field. The student will concentrate on reporting slang terms, phrases or words which are used by the worker on his job. The student will then report his findings to the class.

EVALUATION: The completion of the activity as observed by the leader will be the evaluation of the activity.

ADDITIONAL SUGGESTIONS: Field trips, speakers, the examination of company handbooks can all be coordinated with this initial activity.

This exercise can be used in any subject area.

OUTCOME II SUBJECT Reading

ELEMENT Educational and Career Awareness GRADE LEVEL 7 - 12

ACTIVITY: People and Me

PURPOSE: Examining the personal characteristics of fictional characters in relation to effective career choice can be an exciting, as well as a very revealing activity for the students.

MATERIALS: Three worksheets will be used: "New Classmates", "A Clean Slate", and "Think About It", all taken from the kit, Search for Values.[22] In addition, whatever reading tools the leader is using will provide the necessary supplementary material needed.

PROCEDURE: The leader will introduce the activity by asking the class to discuss different types of people they have noticed at school. Following this introductory discussion, the leader will distribute the "New Classmates" worksheet; students will discuss the "Classmates' in order to get a clear picture of each. They will then individually complete "A Clean Slate" and "Think About It". Next, the leader will divide the class into groups of five so they may discuss their answers to "A Clean Slate" and "Think About It". Roleplaying could be included, using characters from "New Classmates" or from material read in class. If the latter is selected, the leader or a good student could briefly describe the characters in recent reading assignments.

EVALUATION: The leader will evaluate the students according to 1) completion of tasks, and 2) quality of student participation in small groups.

ADDITIONAL SUGGESTIONS: This activity could be used in remedial reading class. The leader would read aloud the descriptions from "New Classmates" and then encourage class or small group discussion of each character.

This activity can also be used successfully with junior high students as long as a sufficient introduction precedes the use of the worksheet, "New Classmates".

OUTCOME II SUBJECT Science

ELEMENT Educational and Career Awareness GRADE LEVEL 9 - 12

ACTIVITY: Charting My Career

PURPOSE: This activity will give students the opportunity to become not only generally aware of the variety of jobs in the community, but also particularly familiar with the considerable opportunities which exist in the scientific areas. In addition, they should become more aware of the high school science courses insofar as they provide a significant training ground for a great variety of careers.

MATERIALS: To realize the purpose of this activity, it is necessary for the student to have at his disposal (1) media, such as newspapers and magazines, and (2) the common materials used in making a notebook.

PROCEDURE: The leader will first explain the purpose of the activity. The leader will then direct the students to discover science-related jobs available or existing in the community and, from their findings, to compile a notebook containing articles, advertisements, pictures, etc., related to such jobs (i.e., equipment being used in a scientific manner; products being manufactured; people practicing a particular occupation; expressions used chiefly in certain occupations).

After the students have completed their notebooks, the leader, using the chalk board, will then begin to build with them the Career Element Chart (see sample form). He will first, (in Column A) make a relatively limited list of occupations, refining the expression of job titles from those occupations identified by the students and dwelling upon those job titles most commonly understood by people. He will, of course, narrow the list of jobs to those which are science-oriented. This done, the leader will then explain orally, while simultaneously lising in another column on the chalk board, Column B, the recommended or desirable high school subjects or courses which will be useful to a student interested in these careers. The third step involves considering, in the same way, the general skills or knowledge these careers will require of a student; these skills will be listed in Column C. Moreover, it is highly recommended that yet another category be outlined by the leader -- that of jargon or "specialized vocabulary" which accompanies a particular occupation; typical terms will be listed in Column D. Also of value to students considering science careers is knowledge of the special equipment they will need in a particular job; these terms will be noted in another Column, E. Finally, the leader will show students in Column F what educational requirements beyond the twelfth grade are either required or valuable. Thus, the students will have helped to build a visual device which will assist them in becoming more aware of the nature and variety of science-based occupations.

PROCEDURE:
(continued) At this point, the leader will turn a major share of the initiative over to the students. He will encourage them to add job titles other than those few he has listed on the Chart and, with his assistance, enlarge or "flesh out" the Chart to include information about as many job titles as possible.

EVALUATION: The effectiveness of this activity can be evaluated by the leader when he reviews the completed Chart which the students, following his lead, have developed.

ADDITIONAL SUGGESTIONS: Students might be assigned to interview adults working in science-related fields to find out how those science courses they took when they were in school influenced their career choices. The results of these interviews should be the basis for a follow-up class discussion.

Also, the leader might ask students to bring from home a number (three perhaps) of scientific materials -- such as an electrical appliance, a Teflon pan, or a household paint --. The students would then show these items to their classmates, relate how they pertain to a particular science, and suggest the occupation or occupations involved in their production or maintenance.

CAREER ELEMENT CHART

Column A	Column B	Column C	Column D	Column E	Column F
Career or Occupation	Recommended High School Subjects	Knowledge / Skill	Specialized Vocabulary	Essential Equipment	Higher Educational Requirements
Horticulturist	Chemistry, Physics	Science / Botany	"Graft"	Garden Tools	Four (4) Years of College
Cosmetologist	Chemistry, Bookkeeping	Science / Anatomy	"Structural Makeup Analysis"	Clippers, Bleach	Specialty

OUTCOME II SUBJECT Science (Chemistry)

ELEMENT Educational and Career Awareness GRADE LEVEL 9 - 12

ACTIVITY: Everyday Uses of Chemistry

PURPOSE: This activity aids students in realizing the many uses of chemistry in everyday situations.

MATERIALS: Any type of material that would aid in showing the various uses of chemistry is needed for this activity. Some examples are as follows: cookbook , food labels, aerosol cans, gardening books (especially those on hydroponics), a dress tag, a spot remover brochure, or a paint can.

PROCEDURE: The leader first asks the class to take out a pen and paper and write down ways in which they use chemistry. After this has been done, the leader will ask the students to share their answers. From this discussion, the leader will explain that there are many ways in which chemistry is used everyday and that the class is going to research these many everyday uses. Students will then survey in their homes or in the community everyday uses of chemistry. They will bring back their results to class. These so-called results can be anything that shows an evereyday use of chemistry and so may range from a cookbook or aerosol can to a resource person, such as a painter. Each student will then present his particular discovery to the class. After each student has completed his report, a display chart can be made for the classroom or the school.

EVALUATION: The display is an effective way to evaluate this activity.

ADDITIONAL SUGGESTIONS: Appropriate guest speakers who could elaborate upon the use of chemistry in their jobs would be a logical extension of this activity.

OUTCOME II SUBJECT Social Studies

ELEMENT Educational and Career Awareness GRADE LEVEL 9 - 12

ACTIVITY: Self-Evaluation for Grading Purposes

PURPOSE: This activity assists students and teachers in the evaluation process just before the end of a marking period. By use of the following instrument students can increase their interest and/or achievement in the educational program; they can recognize that there is a relationship between their school achievement and their lifetime roles. This self-rating approach can be compared with other typical self-evaluation forms used in the business world, for civil service positions or by a principal for non-tenured teachers. This approach has been used and found to be very successful in social studies and English caasses.

MATERIALS: In order to develop this activity, the following form will be useful: "Self-Evaluation Rating Form for Grading Purposes."[23]

PROCEDURE: The teacher distributes a complete record of the students' work and asks them not only to average their own grades from this summary sheet, but also to assign themselves grades for the marking period. Students are then asked to complete the self-evaluation rating form, grading themselves on a 1 to 5 scale just as their assignments were graded by their teacher. They are encouraged to make additional comments at the bottom of page 2, before handing in their evaluations. Students' grades are accepted unless they are far out of line from what was actually accomplished during the marking period. These evaluation forms are returned the next day with their grades circled if the teacher is in agreement with their self-evaluations. If there is disagreement, the teacher writes a comment and notes the quantity of assigned work missed. A small number of students will request conferences when there are differences of opinion between teacher, assigned grades and self-evaluations.

EVALUATION: Generally, students will benefit from knowing in advance that this type of grading procedure is being used. After having been through it once, the students perform on a more mature level and seem to know better what is expected of them and how they should proceed.

ADDITIONAL SUGGESTIONS: Besides in social studies and English, this activity can be used in most subject areas where the major headings listed on the instrument are part of the class work. When the student leaves high school and enters the world of work, his employability skills should be considerably improved because he has learned to develop work habits and attitudes necessary to enter an occupation in almost any career. He should be able to recognize the implications of working with and without supervision, independently and with others. He should also be able to relate information about himself in selecting, learning and performing duties. Thus, he has learned to demonstrate salable skills while still in high school. (Cross reference with Outcome V, Beginning Competency and Employability Skills.)

"Self-evaluation Rating Form for Grading Purposes"

Directions: Grade yourself on a 1 to 5 scale as your assignments were graded by teachers:

ACHIEVEMENT

A. What have I learned?

_____original thinking

_____creative problem solving

_____putting ideas into relationship

_____main ideas, concepts

_____clarification of my own values

_____information

B. What techniques and skills have I improved?

_____speaking

_____writing

_____understanding other people

_____observing

_____listening

_____reading

_____research

EFFORT

A. Assigned work

_____Am I fulfilling the objectives of the class to the best of my ability?

_____Do I complete what I start?

B. Optional activities

_____Am I meeting my own objectives?

_____Am I making wise choices?

_____Am I making full use of my class time?

PARTICIPATION

_____individual participation in and out of class

_____discussion in class, during scheduled discussion sessions

_____small groups: Did I accept my share of the task and did I complete it to the best of my ability and to the satisfaction of others in the group?

COOPERATION

_____Do I listen to teachers? to students? to constructive suggestions for improvement of my academic and social skills?

_____Am I taking an interest in what we do--in learning?

_____Am I communicating my needs and objectives to other students? to teachers?

RESPONSIBILITY AND BEHAVIOR (CITIZENSHIP)

_____Do I respect the rights and freedom of others?

_____Do I accept the consequences of my actions?

_____Do I encourage others to be responsible too?

_____Do I respect the need for quiet in the classroom?

_____Do I use books and other resources properly? Do I sign out material and return it after use? Do I avoid damage?

_____Is the classroom environment unpolluted after I have been in it?

_____Do I attend class responsibly?

ADDITIONAL COMMENTS

_____Was my learning worthwhile in terms of the work and effort I put into it?

_____Do I have sense of personal satisfaction? Why or why not? PLEASE COMMENT.

Therefore, I would value my academic work in English and Social Studies as _____ and my citizenship as _____.

Additional comments:

Signature _____

Suggestions for the improvement of the course will be greatly appreciated.

BEST COPY AVAILABLE

OUTCOME III

The third outcome which stresses understanding the world of work and its impact on self and society can be achieved by helping the student to recognize that his career development includes progression through stages of educational and occupational experiences. As a result of planned activities, the student will have the opportunity to define and evaluate the responsibilities he has experienced; he can then apply these management techniques to a specific career. In addition, the student will be exposed to the vast variety of occupations found in the world of work; he will learn, then, not only the steps necessary to enter his chosen career, but also the detailed characteristics of the career fields in which he has indicated an interest. Even more important, the student will come to understand the relationship between career and life-style; in so doing, he will not only learn that the job opportunities in his geographic area must be analyzed in relation to economic trends as well as his personal lifestyle, but will also recognize that mobile careers can cause changes in an individual's lifestyle. And finally, he will comprehend the way in which occupations relate to the needs and functions of society. As a result, he will then evaluate employment opportunities in his career area based on local, regional, and national trends.

OUTCOME III SUBJECT Business Education

ELEMENT Economic Awareness GRADE LEVEL 11 - 12

ACTIVITY: Wall Street Journal - 2000 A.D.

PURPOSE: This activity is designed to allow the student to demonstrate his knowledge of the free enterprise system by producing an edition of the Wall Street Journal dated 2,000 A.D.[24]

MATERIALS: Useful in this activity would be books on futurism; i.e. Future Shock. Perhaps resource speakers from the business community concerning financial institutions could be invited to class. The leader should have access to a mimeograph machine for printing the student paper.

PROCEDURE: The leader will first develop a unit on the free enterprise system (if possible, the social studies teacher might be willing to present the unit). After the presentation and discussion, students will be assigned books to read on futurism. Students will read and discuss their assignments, and then the class will be divided into a newpaper production staff. Students will also look at current copies of the Wall Street Journal, before producing their edition.

EVALUATION: The leader will evaluate the finished product and analyze the degree of student input.

ADDITIONAL SUGGESTIONS: This activity would be useful for classes in journalism, social studies, English and math, and it could be used to tie in careers in stocks, newspaper occupations, etc. The activity could also be conducted with a combination of two classes, such as a journalism class and a business printing class. Sufficient time must be allotted to this activity as it will require detailed work.

OUTCOME III SUBJECT Business Education

ELEMENT Economic Awareness GRADE LEVEL 9

ACTIVITY: Spending Spree

PURPOSE: If carried out completely, this activity should help the beginning or pre-Business student to understand the relationship between personal economics, life-style and occupational roles. He will have an opportunity to be involved in the process of earning money and exchanging money for goods and/or services.

MATERIALS: For this activity the leader will need either play money or pennies of his own. The class will also need to secure many items from home, such as broken clocks, radios, hammers, nails, pieces of board, many simple tools, first-aid equipment, old toys, old make-up, shaving cream, etc.

PROCEDURE: Since this activity involves the handling and spending of money, the first order of business is to discuss how the students will acquire these funds. The leader would structure the situation so that on the day prior to the spending spree, students could "earn" money by doing tasks around the room and school; i.e., a student could earn 2¢ for straightening books, 1¢ for cleaning erasers, 3¢ for cutting paper to specified size, 5¢ for distributing the mail, 3¢ or more for shaking the rugs, etc. Another leader may simply wish to give all students an equal amount of money to start with.

Preparing for the "spending spree" will probably also take a day. The class will decide on the number and type of "shops" they wish to operate on their day of spending. Some shop examples are as follows: 1) a Hat Shop where individuals could come in and make a hat out of paper, feathers, fake flowers, old veils and jewelry for a penny or two; 2) a Carpenter Shop with hammers, nails, boards, etc. where students could build an item for a penny or two; 3) a First-Aid Station or Doctor's Office stocked with band-aids, first-aid cream, tape, etc., where injuries would be treated for a penny or two. Other possibilities include a Snack Shop, a Theater, a Fixit Shop, a Beauty Parlor, a Barber Shop, a Music Shop, an Art Shop, and on and on and on.

Each student will be involved in one shop and will share in the "profits" of that shop. At any point in the activity, one or both owners can leave their store to spend their money. If both leave and a "CLOSED" sign is placed in front, the managers will soon become aware that no profits are being realized at their store.

EVALUATION: The leader or leaders will have to evaluate this activity in terms of time spent, difficulty of organization, and participation of students. It should be noted, however, that as more responsibility is given to the students, the more effective the activity will be.

ADDITIONAL SUGGESTIONS: Variations on this idea are endless, and the procedure is certainly flexible enough to be adapted to the resources and situation of the individual leader. It is possible that disputes will arise between owners when it is time for splitting the profits, especially if one feels he has worked harder than the other. If this problem should arise, it can also serve as a good learning experience in that the two students will discuss "earning" one's wages.

OUTCOME III SUBJECT English

ELEMENT Economic Awareness GRADE LEVEL 9

ACTIVITY: Why Do People Work?

PURPOSE: Because students often question why people work, the following activity was designed to elicit students' ideas as to why people work and to compare these ideas with actual statements of workers as to why they work. In addition, the activity will allow students to examine their own (tentative) reasons for wanting to work. The activity is useful in English, but could be adapted for other areas.

MATERIALS: Useful in this activity will be the duplicating masters "Salesman at Scientific Machines Company" and "Why Do People Work?" The second master is optional; both are from Career Education Program.[25]

PROCEDURE: The leader will explain briefly the purpose of the activity. He will then divide the class into small discussion groups and instruct each group to make a list of the reasons why people work. Then, each group will report its findings to the class. The leader will then briefly describe to the class the difference between intrinsic (love of job) and extrinsic (money, promotion) reasons for working. Students will then read the ditto "Salesman at Scientific Machines Company" and discuss the questions presented. The leader will summarize the lesson by pointing out that everyone has to determine his own values, needs, and reasons for working. These reasons, of course, are varied and changing.

EVALUATION: The leader can evaluate this activity on the basis of class participation or he can ask the students to list and discuss their individual reasons why people work.

ADDITIONAL SUGGESTIONS: The leader may have the students hold individual interviews with workers, based on the master, "Why Do People Work?"

OUTCOME III SUBJECT English

ELEMENT Economic Awareness GRADE LEVEL 9

ACTIVITY: Rating Occupations in the U. S.

PURPOSE: This activity will allow the students to discover how various occupational fields are valued in our society. This discovery will help students in English classes to understand the status levels displayed by characters in the stories they have or will read.

MATERIALS: The following materials are needed for this activity: "Decision Form: Occupational Prestige in the United States" and "Key: Occupational Prestige in the United States".

PROCEDURE: The leader will first divide the class into groups of five and then have each student within the group make a rank order of the 15 occupations listed on the "Decision Form". Each student can then compare his ranking with the "Prestige Key". After the individual students have analyzed their rankings, each group of students will summarize the group's rankings and report them to the entire class. Under the direction of the leader, the class can average its rankings and compare them with the national key. The leader will then guide a class discussion about personal reactions and feelings related to the results of the survey. In order to correlate the activity with English, the leader will introduce the idea of status levels and analyze those indicated by levels and those indicated by characters in an assignment the students are reading.

EVALUATION: Class participation can be used as an evaluation for this activity, or students can analyze in writing the status levels of various fictional characters not discussed in class.

ADDITIONAL SUGGESTIONS: This activity can also be used in math classes, where the emphasis would be placed on the mathematical computations.

DECISION FORM

Occupational Prestige in the United States

INSTRUCTIONS: In 1963, the National Opinion Research Center at the University of Chicago conducted a study of the prestige positions accorded to 90 occupations. A national sample of the American adult populations was interviewed, and each person interviewed was asked for his personal opinion on the general standing of each job.

Below is a list of 15 occupations included in this study. Your task is to rank these 15 occupations in the same order of prestige as did the sample of the American public. Place the number 1 by the occupation that you think was ranked as the most prestigeful by the national sample: place the number 2 by the second most prestigeful occupation, and so on through the number 15, which is your estimate of the least prestigeful of the 15 occupations.

PRIEST

NUCLEAR PHYSICIST

AUTHOR OF NOVELS

BANKER

MEMBER OF THE BOARD OF DIRECTORS AT A LARGE CORPORATION

CARPENTER

OWNER OF A FACTORY THAT EMPLOYS ABOUT 100 PEOPLE

PHYSICIAN

ELECTRICIAN

LAWYER

ARCHITECT

COLLEGE PROFESSOR

OFFICIAL OF INTERNATIONAL LABOR UNION

STATE GOVERNOR

UNDERTAKER

KEY

Occupational Prestige in the United States

DIRECTIONS: Below are the results of the Occupational Prestige study condected by the National Opinion Research Center, University of Chicago. The Actual Ranking of the 15 occupations reflect the average position of each in relation to the 90 occupations included in the study. Relative Rankings have been inserted in the blank spaces to indicate the relative position of the 15 occupations to each other.

ACTUAL RANKING	RELATIVE RANKING	OCCUPATION
21.5	8	PRIEST
3.5	2	NUCLEAR PHYSICIST
34.5	11	AUTHOR OF NOVELS
24.5	9	BANKER
17.5	7	MEMBER OF THE BOARD OF A LARGE CORPORATION
53.0	15	CARPENTER
31.5	10	OWNER OF A FACTORY THAT EMPLOYS ABOUT 100 PEOPLE
2.0	1	PHYSICIAN
39.0	13	ELECTRICIAN
11.0	5	LAWYER
14.0	6	ARCHITECT
8.0	4	COLLEGE PROFESSOR
37.0	12	OFFICIAL OF AN INTERNATIONAL LABOR UNION
5.5	3	STATE GOVERNOR
42.0	14	UNDERTAKER

OUTCOME III SUBJECT English

ELEMENT Economic Awareness GRADE LEVEL 9 - 12

ACTIVITY: Summing It All Up

PURPOSE: The purpose of this activity is to let students become familiar with career materials and so become aware of the social and economic benefits of various professions and occupations. Their awareness, however, will not be just personal as students will be asked to describe their findings in one-page summaries which will then be made available to the entire class.

MATERIALS: The career materials required for this activity are the Occupational Exploration Kit, the Chronicle file, or any career materials which deal with the economic aspects of the world of work. A copy of the Dictionary of Occupational Titles may also be available.

PROCEDURE: The leader of the activity will introduce the idea of occupational awareness to the class by explaining how to locate information on careers. After this brief explanation, the students will be expected to choose five careers which interest them and to locate information on these careers in the materials provided. Students will take notes and write a one-page description of the economic and social benefits of each of their five career areas. When all students have finished this task, all of their descriptions will be combined in the form of booklets which may be checked out for individual student study. In this manner students will develop a real awareness of careers.

EVALUATION: The quality of the description should be determined by the teacher. Style may also be judged if desired. To some degree, student feedback on the information included, as well as student comments on the research, are means of evaluating this activity.

ADDITIONAL SUGGESTIONS: (1) This activity could be broadened to include a guest speaker from the Employment Service who has a complete breakdown of economic benefits for many occupations. (2) In addition, the class might like to break up into groups of four or five so that all students are exposed to the economical benefits of various occupations. This would be beneficial in a classroom in which most students would not be motivated to check out the booklets individually. (3) If interest were high, students might like to invite various people in these career areas to come to speak to their class, or a Career Day could be held. (4) A chart with visuals could be developed in bold print for problem readers and low English achievers. (5) This activity might be extended to the area of social studies, specifically economics.

OUTCOME III SUBJECT English

ELEMENT Economic Awareness GRADE LEVEL 10 - 12

ACTIVITY: Choosing A Life Philosophy

PURPOSE: The purpose of this activity is to use samples of contemporary life-styles in such a way that students are led to further reading in contemporary literature which will allow them to explore their own philosophy of life.

MATERIALS: Materials are adapted from the chapter, "Constructing A Life Philosophy", Future Planning Game.[26]

PROCEDURE: The leader will introduce the activity by discussing the term life-style, giving examples of various life-styles, and asking students to think about their own particular life-styles. The leader will divide the class into groups of 4 to 6 students and direct each group to examine descriptions of a variety of alternative life-styles. The leader will next ask each group to decide which life-style is best for them as a group, making sure to stress that some elements of the descriptions may not coincide with their specific values, but that the generalized approach to life is what they are interested in. A majority must agree before a group decision can be made. The leader can then provide a list of different topics (such as poverty, war, integration, pollution, etc.), asking the group to decide how an individual with each of the alternative life-styles might respond to the topic. Again, a majority must agree before a group decision can be made. General class discussion centering on group responses will conclude the activity.

EVALUATION: In addition to general class discussion regarding what was gained from the activity, each student will write a short paper outlining his life philosophy as he presently perceives it.

ADDITIONAL SUGGESTIONS: The leader may follow-up the activity by asking students to analyze the life-styles of various authors, to determine which author's life-style is most like their own, and to read something written by that author. Samples of writing by authors representative of the various life-styles can be found in the Opposing Viewpoints Series.

OUTCOME III SUBJECT Foreign Languages

ELEMENT Economic Awareness GRADE LEVEL 9 - 12

ACTIVITY: I Must Pay My Way

PURPOSE: In order to provide the student practice in using foreign languages in a practical way while developing an increased awareness of economics, he should be acquainted with occupational information available (at least from local sources) for his use in making plans and preparing himself for the work role he is to fill.

MATERIALS: One helpful and easily-obtainable source of information for the student investigating the world of work in modern society is the newspaper. Here he will invariably discover a wide range of material pertaining to economics generally and particularly, and will very probably discover information concerning his own career preference and capabilities as these relate to his study of foreign languages. The newspaper offers these materials, all of which have to do with an understanding of languages and cultures in the world at large: 1) the Foreign Exchange listings (attached); 2) the Market Listings, which are international in scope; 3) news and features relating to intergovernmental economics and business; 4) columns and analyses by respected authorities internationally; 5) editorials reflecting world economic relationships and conditions; and 6) advertising, which points up the relevance of a knowledge of foreign language in understanding and existing in a world which is bound together more closely every day by the "international language" of economics.

PROCEDURE: The leader will introduce the activity by asking the students in what foreign country they might like to vacation or live. The leader will then ask each student to choose a place in an appropriate foreign country he would like to visit for a particular period of time. He should then be "given" by the leader a certain amount of that country's currency (e.g., pesos for Mexico, marks for Germany, yen for Japan, rubles for the U.S.S.R.) to plan a preliminary vacation or living budget. The leader might encourage the class to "brainstorm" about necessary items which should be included in such a venture and then develop a typical or general budget form to use (e.g., transportation, lodging, meals, etc.), but each student should then complete his final budget (modified or revised on the basis of class "brainstorming"). At this point, the leader or a student might invite the consul of a foreign country or some other knowledgeable person to be interviewed or invited in to discuss how accurate a budget a student has prepared for the country involved and to answer any questions which students may have. In Pima County, the presence of the Mexican Consulate and of people with extensive traveling and living experience in Mexico is an ideal condition for this procedure for those studying Spanish. For those students studying other foreign languages, Davis-Monthan Air Base

PROCEDURE:
(continued) and Fort Huachuca might provide personnel familiar with practical economics in foreign lands. In any case, the appearance before the class of people with first-hand, up-to-date experience abroad would be exceptionally helpful in providing an understanding of the economics, living habits, and work modes not only in a particular country, but also insofar as such conditions compare with those in the United States and elsewhere in the world. Discussions and budget explanations should be restricted to presentation in the appropriate foreign language whenever or to whatever extent possible.

EVALUATION: The determining factor of major importance in judging this activity may very well be the criticism of the budget prepared by the student as provided by the authority consulted; in this respect, the authority representing the foreign country is essential. If possible, more than one authority criticizing a particular budget is highly desirable. Beyond this, leader observation of student involvement in the procedure is critical; a socio-economic evaluation is required to measure student performance. Finally, a classroom discussion concerning what each student has gained from the experience will provide a valuable summary.

ADDITIONAL SUGGESTIONS: The authorities interviewed or appearing before the class might also discuss other questions besides the budgets (e.g., getting work and holding down a job in a foreign country, going to school in a foreign country, comparative standards of living, special problems or difficulties a student might encounter, the current economic status in the particular country, etc.).

FOREIGN EXCHANGE

New York (AP) -- Thursday's Foreign Exchange in dollars and decimals of a dollar.

	Thu.	Wed.
Canada in NY	1.0010	1.0020
Britain (pound)	2.5790	2.5740
30 Day Futures	2.5770	2.5710
60 Day Futures	2.5735	2.5680
90 Day Futures	2.5700	2.5650
Australia (dollar)	1.4200	1.4200
Austria (schilling)	.0525	.0530
Belgium (franc)	.026400	.026350
Denmark (krone)	.1700	.1704
France (franc)	.2340	.2315
Holland (guilder)	.3460	.3605
Italy (lira)	.001650	.001653
Norway (krone)	.1800	.1800
Portugal (escudo)	.0400	.0400
Spain (peseta)	.0175	.0175
Sweden (krona)	.2355	.2350
Switzerland (franc)	.3260	.3240
W. Germany (dchmark)	.3860	.3821
Latin America:		
Argentina (peso)	.1025	.1025
Brazil (cruzeiro)	.1675	.1675
Venezuela (bolivar)	2340	.2340
Mexico (peso)	.0801	.0801
Hong Kong (dollar)	.2000	.2000
Far East:		
Japan (yen)	.003800	.003790
Near East:		
Israel (pound)	.2400	.2400

OUTCOME III SUBJECT Home Economics

ELEMENT Economic Awareness GRADE LEVEL 9 - 12

ACTIVITY: Decorating on a Budget

PURPOSE: This activity is designed for a unit or class in interior decorating. The students should gain an awareness of alternatives, given an imaginary budget with which to decorate a room.

MATERIALS: The following learn[illegible] useful for presenting the concept of budgeting: A Re[illegible] Teaching Consumer Education.[27] Also useful in this [illegible]ld be daily newspapers (want ads), catalogues, and interio[illegible]ating magazines.

PROCEDURE: To begin the unit, the leader may take advantage of a field study trip to one or more of the sites listed under "Additional Suggestions". The leader will instruct students to research catalogues, magazines, and the newspaper classified section in order to compare prices of furnishings. Next the students will be asked to assume that they have $100.00 to spend on decorating a room. Students may work in groups or individually. They will then be asked to do the same task twice more, assuming that they have $500.00 to spend, and then $1,000.00.

EVALUATION: For evaluation, the students could be asked by the leader to think of one or two careers that they are interested in pursuing and to determine salaries for those careers. Then they will be asked to figure how much money may be spent on interior decorating. Given this amount, the student may be asked to decorate an imaginary apartment or house, taking into consideration such things as personal lifestyle, personality, and interests.

ADDITIONAL SUGGESTIONS: For field trips, new and second-hand furniture stores should be visited. Students may also wish to visit an auction. Arts and Crafts shops could give students ideas on making home-made decorations. Paint, wallpaper, carpet and tile distributors are other possible choices. Resource speakers could include interior decorators, artists, and craftsmen.

OUTCOME III SUBJECT Home Economics

ELEMENT Economic Awareness GRADE LEVEL 9 - 12

ACTIVITY: How to Budget Clothes

PURPOSE: This activity is designed to increase student awareness of budgeting according to income and awareness of salary differences between occupations. The activity may be used as an introduction to sewing.

MATERIALS: A Resource Kit for Teaching Consumer Education will be valuable as an introduction to budgeting concepts. For specific career information, the leader may wish to have available several copies of the Occupational Outlook Handbook, the SRA Occupational Exploration Kit, or any other pertinent career materials.[28]

PROCEDURE: To introduce this budgeting activity, the leader may wish to use the activities in A Resource Kit for Teaching Consumer Education. The leader will instruct the students to explore available career materials for information on specific careers of interest. The leader will ask the students to specifically gather information on salaries either from the career resources or from people they know who are employed in these career fields. Students will then prepare imaginary budgets for their chosen careers, determining approximately how much money may be spent on clothes. They will analyze for each occupational interest researched such aspects as life-style, leisure time, and job locale.

EVALUATION: From the information gathered above, students will decide upon imaginary wardrobes for their chosen careers, taking into account budgeted income, life-style, leisure time, locale, appropriate styles, and amount of clothing needed.

ADDITIONAL SUGGESTIONS: Field trips to various fabric stores and dress shops to compare prices could provide further insight into budgeting. Similar activities could also be done with a foods or cooking class; an interior decorating unit or class.

OUTCOME III SUBJECT Industrial Arts

ELEMENT Economic Awareness GRADE LEVEL 11 - 12

ACTIVITY: Where the Jobs Are

PURPOSE: Students, particularly those interested in industrial arts areas, have a need to know how their interests and/or plans relate to the present and future job trends in their community, state, and nation.

MATERIALS: The Occupational Outlook Handbook, as well as a list of businesses and associated occupations in the community, needs to be available for class use. Bus transportation, as required, is also a necessity.

PROCEDURE: The leader of this activity will first discuss with the class the occupations to be found in the community which relate to their interests. The leader will have provided a list of possible visitation sites related to each of these occupational areas (carpenter, electrican, sheet metal worker, welder, plumber, mechanic, and painter). The students will indicate their first, second, and third choices for an on-the-job observation. Job visitation trips will then be selected, planned for, and taken.

EVALUATION: The students can evaluate their job site visitations by analyzing how much they learned about the particular occupation from the individuals they visited in terms of pay, life-style, hours, likes, dislikes, advantages, etc. The students should also note whether their knowledge of community job opportunities has increased.

ADDITIONAL SUGGESTIONS: Local employment services -- both private and state -- can be tapped for speakers, as well as for specific job information.

OUTCOME III SUBJECT Math

ELEMENT Economic Awareness GRADE LEVEL 9 - 10

ACTIVITY: The Need for Math in My Career

PURPOSE: The purpose of this activity is to emphasize the importance of mathematics in all occupations.

MATERIALS: The following materials will be useful in developing this activity: Science Research Associates Math Applications Kit and local phone books.[29]

PROCEDURE: The leader will introduce the subject by indicating the universal need for math in all jobs, using random occupations suggested by the class. He will then demonstrate the use of the Math Applications Kit. Using the kit as a starting point, students will then develop and solve mathematical problems related to their career choices. In addition, using the Classified Pages of a phone book, the students will select five additional jobs/career fields and develop problems related to them. They will exchange and solve these problems. The leader should select several interesting examples and lead a general class discussion regarding them. The leader can summarize by asking students what they have learned from this activity.

EVALUATION: The leader can evaluate this activity by observing the degree of student interest and involvement.

ADDITIONAL SUGGESTIONS: For additional involvement, the leader may develop a competitive game by selecting teams/groups who must try to think of jobs where math is not required. This involvement can be implemented using only the phone book or the Occupational Outlook Handbook.

OUTCOME III SUBJECT Physical Education

ELEMENT Economic Awareness GRADE LEVEL 7 - 12

ACTIVITY: Where Does It Stand?

PURPOSE: When we look at various jobs, we perceive them in light of the prestige they offer, the money they supply, and the intrinsic worth they imply. In order to have the students evaluate their understanding of these social and economic benefits found in various P. E. related occupations, they will rank a list of jobs according to their own perceived notions of the job.

MATERIALS: The following materials will be useful in developing this activity: copies of a list of 20-25 jobs related to P. E. which includes the the salary range of each job, developed by the leaders of this activity. For example, athletic coach $6,000.00 - $50,000.00 per year; dancer $125.00 - $500.00 per week; physical therapist $8,000.00 - $25,000.00 per year. The Occupational Awareness Mini-Brief Kit, Box #5, will be most useful in aiding the leader of this activity to compile his list of jobs and salary ranges.

PROCEDURE: The leader of this activity will introduce the activity and hand out copies of the job and salary list to each student. The student will then rank this list according to the perceptions he has about the value of the job re: prestige, money, or intrinsic worth. Group or class discussion of each person's list will follow, so that students may share their ideas and values with one another.

EVALUATION: This activity can best be evaluated by leader observation and class discussion.

ADDITIONAL SUGGESTIONS: In order to clarify the fact that some jobs have a non-monetary value, the leader may want to include additional information (besides job title and salary) in the lists given to students.

This activity can be adapted to any curriculum area.

OUTCOME III SUBJECT Reading

ELEMENT Economic Awareness GRADE LEVEL 7 - 12

ACTIVITY: Bucks

PURPOSE: Understanding the relationship between income level and life-style can be quite revealing to individuals. It can also be a way of challenging students to read.

MATERIALS: The materials needed include newspapers, magazines, and poster board.

PROCEDURE: The leader will conduct a discussion showing the relationahip between life-style and income level; i.e., professional people may have swimming pools; laborers may drive old pick-ups, etc. Following the discussion, the class will be divided into five groups, with the leader arbitrarily assigning an income level to each group: Unskilled, $320 per mo., Skilled (plumber, electrician) $800 per mo., Trained (technicians) $600 per mo., Professional (teacher, lawyer) $1100 per mo., Big Business (banker, doctor) $3000 per mo. After assigning the income level to each group, the leader will ask each one to deduct 25% for taxes and then set up a budget for a family of four. While the group members are floundering around, trying to decide what their expenses would be, the leader will circulate and point out items that may have been overlooked (for example, a car is needed, but so are gas and insurance for the car; recreation must be considered, etc.) Once they have decided on their items of expenditure, the group members will then use the newspapers to determine and document the dollar amount of their purchases, using the monetary figures as well as magazine pictures. Each group will construct a poster showing the type of home, car, food, etc., which is associated with the group's assigned income level.

EVALUATION: Class discussion and the grading of the "Cost of Living" posters will serve as the evaluation for this activity.

ADDITIONAL SUGGESTIONS: This activity can be followed effectively by Gerald Zaltman's Consumer Game, Western Publishing Company. It can also be adapted for use in math or home economics classes.

OUTCOME III SUBJECT Reading

ELEMENT Economic Awareness GRADE LEVEL 7 - 9

ACTIVITY: Can I Find the Job I Want?

PURPOSE: This activity will provide an opportunity for the student to explore through reading the availability of various occupations within his community.

MATERIALS: The materials used in this activity will be the SRA Widening Occupational Roles Kit, the Arizona State Employment Service Manpower, or any other job trend information available.[30]

PROCEDURE: The leader will introduce the activity and explain to the class how to find information in the SRA WORK kit. Each student will read a work brief about an occupation that interests him. The student will then explore the occupation further by reading about job trends or prospects related to that occupation within the community. Each student will then report his findings to the class.

EVALUATION: Student completion of the activity combined with the amount of student participation will be graded by the leader.

ADDITIONAL SUGGESTIONS: If the students still desire information about their job interests, they could individually interview people on the job and then report to the class as a whole. Or, if there were sufficient interest in certain job areas, speakers from these areas could be invited to speak to the entire class.

OUTCOME III SUBJECT Science

ELEMENT Economic Awareness GRADE LEVEL 10 - 12

ACTIVITY: Science Careers in the Community

PURPOSE: The activity is designed to help students become aware of science-related occupations in general and within their community specifically.

MATERIALS: The materials to be used are the Health Careers Kit, the Occupational Exploration Kit, or the Widening Occupational Roles Kit, and any materials available from the State Employment Service.[31]

PROCEDURE: The leader will comment on the purpose of the activity and explain how to use each of the occupational kits. Each student will then research a science-related occupation of his choice, using many of the above named materials. Each student will write a report on his findings, being sure to mention the availability of the occupation within the community.

EVALUATION: The evaluation is completion of the activity as observed by the leader and a class discussion about the worth of the activity.

ADDITIONAL SUGGESTIONS: Students may want speakers in science-related areas to come in and explain their occupations. Possible speaker representatives might be from the city, a college or university, business, or industry.

It should be noted, too, that this activity is usable with junior high students who are enthusiastic about their science work.

OUTCOME III SUBJECT Science

ELEMENT Economic Awareness GRADE LEVEL 9 - 12

ACTIVITY: Succeeding at Work

PURPOSE: The purpose of this activity is to develop an appreciation for careers in science as a necessary part of our on-going society.

MATERIALS: The materials for this activity are a set of books, Succeeding in the World of Work, published by McKnight and McKnight.[32]

PROCEDURE: The leader of the activity will prepare or plan with the class questions to be used in discussing the feeling of success that may come in holding a job in science. Some of the questions are:

1. Why work at all?
2. Why work in a scientific field?
3. Why work in a science-related field?
4. What makes a job successful for an individual?

To begin the activity, the leader will direct a discussion with the group as a whole, using the previously prepared list of questions. Next, the students will read pages 3-8 in the book Succeeding in the World of Work. The leader will encourage discussion with the total group to determine if their answers are different following the reading of the selection. Individual students will select three workers in a scientific field or a science-related field, whom they would like to interview. They will interview those people they have selected using these questions with each worker:

1. Why do you work?
2. Why are you working in this scientific field?
3. Why did you seek a science-related job?
4. Do you feel a success in your job?
5. If you are feeling unsuccessful, what do you think a measure of success is for this job?

Finally, the information received through the interviews will be brought back and shared with the group as a whole through individual oral reports.

EVALUATION: Following the activity, the individual members of the class will write their own summary essay based on this title: "Why are jobs needed in science in today's on-going society?"

ADDITIONAL SUGGESTIONS: This activity may be used for discovering why jobs are needed in many other high school areas; i.e.,business, trades, home economics, languages, mathematics, etc.

Depending on the interest level of ninth and tenth graders, the activity may need to be shortened, omitting the summary essay and using class participation and the oral report for evaluation.

OUTCOME III SUBJECT Social Studies

ELEMENT Economic Awareness GRADE LEVEL 11 - 12

ACTIVITY: Identifying Present American Values

PURPOSE: This activity is designed to give students practice in looking at values as they are demonstrated by action. Discussing American values reflected in newspaper, TV or periodical headlines allows the leader to point out the following statements about values:
(a) There can be a discrepancy between what is said and what is done;
(b) Values often conflict and prictities must be established;
(c) A country does not have values; it has people who have values.

MATERIALS: In order to develop this activity, the leader should refer to Deciding: A Leader's Guide -- "Identifying Present American Values", page 19 of the leader's guide and page 15 of the student booklet.33 The leader and students should collect and bring to class headline clippings from various newspapers and periodicals. They may also bring headlines seen or heard on different television news shows.

PROCEDURE: The leader will introduce the activity and list or post the accumulated headline titles on the chalk board. The leader will ask the class to individually answer the following study sheet questions (see attached sheet for ditto purposes). After the students have completed their study sheets, the leader will ask them to read aloud their responses and discuss their answers.

EVALUATION: Class participation and class analysis of the worth of the activity will serve as evaluation devices.

ADDITIONAL SUGGESTIONS: Students may make a survey of school values; of their parents' or siblings' values. Students might also run a values survey at local business offices, companies and/or department stores. A comparison or even generalizations about values in career cluster areas could then be formulated by the class.

This activity can also be used in business education, English, or behavioral studies classes.

OUTCOME III SUBJECT Special Activities

ELEMENT Economic Awareness GRADE LEVEL 11 - 12

ACTIVITY: Fort Huachuca Field Trip

PURPOSE: This activity is designed to acquaint junior or senior students with career opportunities and fringe benefits available in the army. The careers represented could also apply to civilian life if the student chooses not to make the army a career.

MATERIALS: This field trip has been coordinated through the Pima County Developmental Career Guidance Project, the Army Recruiting Station, and Fort Huachuca. The trip will be conducted both 1st and 2nd semester. The activity leader should call 296-7641 for specific dates. If the activity leader is not in Pima County, he should check with his local Career Education Project and his local Army recruiter.

The student will be given a Career Interest List to check his three career choices in order of preference prior to the trip. The Career Interest List will be used by the Fort Huachuca personnel in pairing up the students with soldiers actually performing these duties. The student will be given a field trip permission slip to be completed by the student and parent. A student opinion sheet will be used following the field trip. (These forms are included after the activity.)

PROCEDURE: The activity leader may select students for the field trip if they fall into one of the following categories:

1. Students who have expressed an interest in a military career when talking to a counselor.
2. Students who have taken the ASVAB.
3. Students who have been recommeded by a teacher.
4. Students who have responded to a general announcement in the daily school bulletin.

The activity leader will then meet with the interested students who have been selected, explain to them the particulars of the field trip and give them the necessary permission forms which must be filled out. At this time the leader will also ask the students to fill out their "Career Interests" forms which will be returned immediately to the Fort Huachuca staff for pairing purposes. The students then are responsible for returning the signed permission slips to the activity leader. The leader will remind the students of date, time, and departure point for the field trip.

EVALUATION: The student will be given an evaluation sheet following the tour and asked to evaluate the tour. The results of the evaluation will be compiled by the Pima County Developmental Career Guidance Project and distributed to the high school administrations whose students participated in the activity.

ADDITIONAL SUGGESTIONS: This activity may be used in all subject areas.

CAREER INTERESTS

In the spaces provided, please list three (3) choices in order of preference that you would like to visit during your tour of Fort Huachuca. Every effort will be made to let you observe a soldier performing duties in your primary selection.

1. Band

2. Recreational Services
   - Arts and Crafts
   - Entertainment
   - Game Management

3. Communications
   - Radio equipment operation
   - Radio repair
   - Wire communications
   - Switchboard Operators

4. Vehicle - Mechanics
   - Operation
   - Repair

5. Aviation - Mechanics/Flight Operations

6. Administrative
   - Clerical
   - Information Specialist
   - Broadcast Specialist (Radio/TV)

7. Finance/Accounting

8. Supply/Management

9. Public Affairs
   - Information Specialist (journalist)
   - Broadcast Specialist

10. Offset Pressman

11. Medical
    - Medical Specialist
    - Clinical Specialist
    - Dental Specialist
    - Social Work/Psychology
    - EENT Specialist

12. Food Services
    - Cood
    - Baker

13. Law Enforcement (MP)

14. Photography

NAME _____ SCHOOL _____ SEX _____

1. _____ 2. _____ 3. _____

FIELD TRIP EVALUATION

It is imporatnt in planning future trips to Fort Huachuca that we have YOUR opinion of today's visit. Will you please answer the following questions about the various phases of the visit?

1. Leaving at 8:00 A.M. was:
   too early _____
   too late _____
   O.K. _____

2. If 8:00 A.M. was not convenient for you, what would be a more convenient time?_____

3. How do you feel about the "briefing"?
   Very informative _____
   Should be included _____
   Was NOT very helpful _____
   Should NOT be included _____

4. Please indicate your feelings about the other areas that you visited.

(a)	Barracks	Very Good	O.K.	Not Worthwhile
(b)	Mess Hall	Very Good	O.K.	Not Worthwhile
(c)	_____	Very Good	O.K.	Not Worthwhile
(d)	_____	Very Good	O.K.	Not Worthwhile

5. One of the main reasons for tour visit today was to observe career opportunities available in the Army.

   (a) I visited a career I was interested in. _____ YES _____ NO

   (b) The person with whom I was placed was able to answer my questions.

   _____ YES _____ NO

   (c) The amount of time spent visiting a career was satisfactory.

   _____ YES _____ NO

   (d) I learned new information about an Army career field. _____ YES _____ NO

COMMENTS:

6. Is there anything you would like to have changed on future visits?

YES _____ NO _____

7. Is there something that you wanted to see today that you didn't see?

YES _____ NO _____

8. Will you recommend this visit to your friends? YES _____ NO _____

9. Please list three things that you learned TODAY about the Army.

10. Are you a male _____
female _____

OUTCOME III SUBJECT Special Activities

ELEMENT Economic Awareness GRADE LEVEL 10 - 12

ACTIVITY: Discovering Careers

PURPOSE: The purpose of this activity is to help students to discover careers related to their interests and to find out what effects these careers will have on them personally. In the course of the activity, the relationships between the elements of career, income, and life-style will hopefully become more apparent to them.

MATERIALS: Library resource materials, paper, and pens will be needed for this activity.

PROCEDURE: The leader will first ask the students to make a list of the five people whom they most admire. He will then ask the students to make an estimate of each individual's annual income. Next, the students will list not only the "economic benefits" of the annual income for each of the five people listed, but also the "social benefits" of each economic level. As the students complete their lists, the leader will point out to the class as a whole that what they are actually doing is analyzing individual life-styles, involvement and status in the community situation. The leader will then ask the students to relate the five individuals' economic and social levels to their educational backgrounds. Asking the following questions will assist the students in determining the relationship:

1. How did their education and/or training help (or not help) these individuals achieve their social and economic life-style?
2. How did these individuals obtain their education and/or training?

As a concluding element of the activity, the leader will ask students to relate the information they have gathered to their own personal goals.

EVALUATION: The students, as well as the leader, should be responsible for evaluation. Students should be asked to comment briefly on the value of this activity, and the leader should likewise evaluate the activity by asking himself: "Did the students expand their outlooks on careers as a result of this activity?"

ADDITIONAL SUGGESTIONS: The leader may limit the number or type of individuals whom students may analyze and research. For example, he may limit the student research to local townspeople, nationally known figures, movie stars, etc.

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OUTCOME IV

The fourth outcome, which emphasizes making successful decisions related to career and self-satisfaction, can be accomplished by helping the student to perceive the relationship between personal economics, lifestyle, and occupational roles. The student will therefore explore the various rewards accruing from certain occupational roles. He will also become aware of the fact that individual values not only determine needs but also relate to a desired standard of living. In order, then, to understand the relationship of his present and anticipated occupational status to various economic trends, he will be exposed to the principles used in predicting such trends and to the role he can play in regulating governmental effects on the economy. He will additionally understand the range of social and economic benefits associated with various occupations. More precisely, he will be aware of the factors which influence him to desire these rewards and he will see how these factors relate to his career choice.

OUTCOME IV SUBJECT Business Education

ELEMENT Decision Making GRADE LEVEL 9 - 12

ACTIVITY: Spring Window Displays

PURPOSE: This activity is designed to give Exploratory Business students the opportunity to make decisions and recognize responsibilities to themselves and others when he accepts the task of preparing a window display for department spring sale. This activity is designed as a culminating activity for an Advertising unit.

MATERIALS: Construction paper, shoe boxes, magazines, scissors, magic markers, paste, fabric, and appropriate articles from home.

PROCEDURE: The leader will lead the class in a discussion of successful advertising techniques; i.e., eye-catching colors, words, articles, settings, and themes. Then the leader will inform the students that they are now employed by the (Name of School) Department store as window displayers. Each student will then select a department within the store and design a window for the Spring sale. Sample departments include the following: sporting goods, cosmetics, men's and women's wear, housewares and china, toys, children's, baby, furniture, shoes, and records.

Students may design their windows by choosing one of the following methods:

1. shadow boxes
2. life-size (actual ariicles displayed)
3. collage
4. layout
5. other

Students will be allowed one week to complete their displays. At the end of the allotted time, students will present their window displays to a panel of judges composed of the principal, parents, and business representatives. In this manner, the final products will be evaluated.

EVALUATION: The value of this activity will be determined by a student-designed evaluation form which will be used by a panel of judges in evaluating the window displays.

ADDITIONAL SUGGESTIONS: This activity can be used in Home Economics. The student projects could be displayed in the local business communtiy.

OUTCOME IV SUBJECT English

ELEMENT Decision Making GRADE LEVEL 11 - 12

ACTIVITY: Why Be a Rebel?

PURPOSE: This activity is designed to aid students in understanding how they can live with their rebellious feelings and still contribute to the group. It is also designed to be used as an English activity on historical novels and/or autobiographies.

MATERIALS: Any printed material that would give accurate information on a rebel would be useful in this activity. Some possible subjects might be:

Geronimo	Jesus
Custard	Al Capone
Sitting Bull	Carrie Nation
Robin Hood	Quakers
Florence Nightingale	Hitler
Jane Adams	Emiliano Zapato
Jesse James	Susan B. Anthony
Emma Lazarus	Harriet B. Stowe
Edison	Harriet Tubman
John Dillinger	Admiral Zumwalt
Columbus	Gloria Steinem
Ethan Allan	Angela Davis
General Patton	Martin L. King
Ernest Hemingway	Caesar Chavez
Joan Baez	Howard Hughes
Jane Fonda	Margaret Mead
Chicago Seven	Billy the Kid
Thomas Paine	

PROCEDURE: To introduce the activity the leader will pick a "rebel" and tell the class about him. The term "rebel", however, should not be used during this discussion. After the leader has introduced the rebel to the class, he should initiate a discussion on the elements of being a rebel. The leader should emphasize to the class the fact that behind the rebel's actions is a goal or goals. Questions such as the following should be discussed:

1) Did the rebel keep in mind his goal:
2) Did other people sway the rebel?
3) Why did some rebels become destructive while attempting to achieve their goals?
4) Why did some rebels fail to achieve their goals?

After a thorough discussion, the leader should ask the students if they can come up with some names of people who are or were termed "rebels". (Note: If a student can think of someone who will probably be known in the future as a rebel, he should be allowed to research this person).

PROCEDURE: (continued) Each student will then select a rebel he would like to research for a few days. After each student has completed his research, he should "present" his rebel to the class. Besides an oral or written presentation, a student could role-play a scene from his rebel's life, tape a speech, or debate the rebel's good and bad points with other class members. Hopefully, the leader can use the exercise to aid students in seeing why a person acts in ways that are termed "rebellious", that often he does so in order to achieve a set goal.

EVALUATION: A class discussion on the assignment would aid the students in observing the effectiveness of the activity.

ADDITIONAL SUGGESTIONS: This activity is primarily designed for use with a group of students who are over-active and/or tend to regularly disagree with the majority. Other classes which could effectively use this activity are: Advanced English, Paperback Potpourri, American History.

OUTCOME IV SUBJECT English

ELMMENT Decision Making GREDE LEVEL 9 - 12

ACTIVITY: The Application Game

PURPOSE: The purpose of this activity is to help students understand that decision making involves assessing and evaluating all alternatives so that choices can be made which are consistent with needs and goals. It will also give students an experience in cooperative decision making.

MATERIALS: The only materials needed are pencil, paper and the attached samples of application letters.

PROCEDURE: The leader will introduce the activity by distributing to the students a sample letter of application and discussing with them the necessary components of an application letter. The leader will assign a number to each student that will be known only to the leader and the student to whom it is assigned. After writing several want ads or a list of 9 or 10 jobs on the board, the leader will then divide the class into groups of 5 or 6 and ask everyone in a particular group to write a letter of application for the same job. (To save time the leader could simply assign a job to each group). In order to conceal the identity of the author, each student will use his assigned number, instead of his name.

When all the letters have been completed, each group will exchange its set of letters with another group. The groups will then study each letter, confer about what type person is needed for this particular job, and then "hire" one person from the 5 or 6 application letters they were given. Each group will write notes to those not hired, telling why they did not get the job. To conclude the activity each group will report to the entire class on which applicant was chosen and why.

EVALUATION: The leader will be able to evaluate this activity primarily by observing student involvement and listening to student reactions. Another way might be to have the students write a letter of application for a job of their choice a week or two later and compare the quality of the two letters.

ADDITIONAL SUGGESTIONS: Group decision making can be experienced in many of the activities in this handbook. In order to make this activity go more smoothly and to keep students from getting sidetracked, the leader may want to do one of the other decision making activities before attempting this exercise.

MODEL APPLICATION LETTER

2027 East Elm Street
Tucson, Arizona
May 20, 1972

Mr. James N. Roberts
Personnel Manager
Arden Merchandising Company
1422 Hill Street
Tucson, Arizona 78533

Dear Mr. Roberts:

In response to your advertisement in Sunday's STAR, I should like to apply for the position of Clerk-typist.

I am a recent graduate of Catalina High School, where I took courses in Typing, Shorthand, Bookkeeping, and Business Principles. My typing speed is 60 words a minute. During two summer vacations, I gained valuable experience as a typist in the Credit Department of Levy's Department Store. The enclosed data sheet describes my background and activities in detail.

I should appreciate an early opportunity to speak to you personally in an interview. You may reach me at the above address or by telephoning 792-6315.

Sincerely yours,

Harvey Jones

Enclosure
Data Sheet

PERSONAL DATA SHEET

Your Name
Your Street Address
Tucson, Arizona
Telephone: Your Number

Personal Information

Age:	18 (your age)
Place of Birth:	City, State
Height and Weight:	5' 9", 160 lbs.
Health:	Your state of health

Education

High School:	Catalina High School
Degree:	High school diploma, pending graduation
Major:	College Preparatory of Business
Grade Average:	(Your standing in the Graduating class)

School Activities

Membership on any athletic teams in high school.

Membership in high school clubs.

Offices held -- student body or other.

Work Experience (If any)

Summer job:

Part-time job after school (baby sitting, carry-out jobs, etc.)

Experience while in any high-school cooperative program (DE or COE)

References (by permission)

1. Name, position, Company name, address, phone number. (Business Reference)
2. School Reference -- your counselor or a teacher who knows your work
3. Character References -- clergyman, doctor, etc.

OUTCOME IV SUBJECT English

ELEMENT Decision Making GRADE LEVEL 9 - 10

ACTIVITY: A Look at the World of Work

PURPOSE: This activity is found in the Career Education Program, Unit 2, Lessons 1 through 6.[35] Each of the six lessons considers the occupations identified by John Holland as representing a particular personality classification. These lessons offer the student the opportunity to investigate occupations in a variety of fields and on a number of educational levels. The unit includes the 414 more common occupations in our nation. The students will use resource materials to investigate occupational choices in detail so that they will become more aware of job characteristics and can relate them to their personal interests. The possibility of using Holland's interest inventory, Self-Directed Search, with this unit should be considered although it is not required.

MATERIALS: The six lessons included in this unit and the duplicating masters required for each are:

(1) You and Artistic Occupations
JM 212 Artistic Occupations
JM 213 The Kay Morgan Case

(2) You and Conventional Occupations
JM 221 Conventional Occupations
JM 222 The Arlene McClellan Case

(3) You and Enterprising Occupations
JM 231 Enterprising Occupations
JM 232 The Don Harrison Case

(4) You and Investigative Occupations
JM 241 Investigative Occupations
JM 242 The Eric Rogers Case

(5) You and Realistic Occupations
JM 251 Realistic Occupations
JM 252 The Sandra Beech Case

(6) You and Social Occupations
JM 261 Social Occupations
JM 262 The Jed Cleaver Case

In addition, each of the six lessons requires the use of the duplicating master JM 211 "My Most Desired Occupation" and the transparency "A Look at the World of Work" (found in Unit 1 of the Career Education Program).

Other materials needed include the Dictionary of Occupational Titles, The Occupational Outlook Handbook, other career information resource materials for research purposes, and an overhead projector.

PROCEDURE: In general, procedures include class presentation and discussion followed by group and individual exploration of occupations in the six Holland classifications. In order to conserve time, it is recommended that the research activity be used after all six of the classifications have been introduced to the students who will then choose the Holland classification(s) of interest for research purposes.

Specific steps would include the following recommendations: (1) The leader presents the transparency, "A Look at the World of Work" to introduce and identify the kinds of occupations that are included in each Holland classification; (2) The leader will distribute to the students worksheets for each of the six Holland classifications. Class discussion regarding the types of personality and kinds of occupations included in each worksheet will follow; (3) The leader may then present the case study worksheets for discussion, as each of the six Holland classifications are explored. NOTE: The SAT and ACT test scores will require explanation if they are used. The students at a 9th grade level would probably not be familiar with these tests. It may be more appropriate to omit them. An alternative approach would be to assign the case studies as a follow-up activity to small groups who would then share their conclusions with the class. (4) The students will list the occupations of interest in one or more classifications on the worksheet, "My Most Desired Occupations". (5) If the students have completed the Self-Directed Search, they should compare their personal Holland code with the occupations they listed on the worksheet, "My Most Desired Occupations". (6) The student will research an occupation of interest using the Dictionary of Occupational Titles, The Occupational Outlook Handbook, and other career information resources that are available.

EVALUATION: After the students have completed their research activities, the students may be divided into groups of five to evaluate each others' occupational choices in terms of personality, interests and abilities. This exchange of ideas may be too personal to share with the class. Nevertheless, the students' opinions of the entire activity may be discussed in these small groups and shared with the class and the group leader.

ADDITIONAL SUGGESTIONS: Role-playing may be used as a means of presenting the six Holland classifications in a more personal way. The class may choose students they believe have the personality characteristics required by each Holland classification.

This activity can be adapted to any curriculum area and for any type of group.

OUTCOME IV SUBJECT English

ELEMENT Decision Making GRADE LEVEL 7 - 12

ACTIVITY: Decision Maker

PURPOSE: Understanding the variety of thought processes that go into making a decision gives the individual the ability to make a better decision. This activity is designed to give the student just that opportunity.

MATERIALS: The materials needed for this activity include a local newspaper editorial about a decision recently made on a well-known subject of interest and worksheet, "Methods of Decision Making".[36]

PROCEDURE: To introduce the activity, the leader will read the editorial to the class and then lead a discussion, bringing out the issues that were stated, the alternatives that were available, and the rationale used in making the final decision. Following this discussion, the leader will ask students whether they use different methods when making decisions or whether there might be common methods used in all decision making. At this point, the leader will distribute the worksheet"Methods of Decision Making". In discussing each type of decision, the leader will make sure that there is a common understanding of each method. He will then break the class into groups of 5-6. Each group will be responsible for finding an example of each decision making method. For their examples, the group will use students or situations they are familiar with (i.e. "I have a friend I would like to see and my parents have forbidden me to see him/her.") etc. Following the small group discussions, the leader will again bring the class together as a large group. He will then ask each individual to think what he learned specifically about himself and about the manner in which he makes decisions. The leader will find the following questions helpful in guiding the students toward their individual conclusions:

"Did you use different methods under different circumstances?"
"At times did you do something on impulse while at other times you planned out your actions?"
"Why do your methods vary?"
"Can anyone give examples of one person using various decision making methods during a short period of time?"

EVALUATION: Class participation and individual involvement in the small group will be the means of evaluating this activity. Students may also analyze in a brief paper their individual style of decision making.

ADDITIONAL SUGGESTIONS: Another way to conclude this activity, is to ask for a volunteer to share a decision he has made in his own life, using one particular method. The class can then analyze how the outcome might have differed if he had used a different method of making the same decision.

OUTCOME IV SUBJECT English

ELEMENT Decision Making GRADE LEVEL 11 - 12

ACTIVITY: Preliminary Senior Plans Survey

PURPOSE: This activity assists juniors and/or seniors to clarify, identify, and state personal goals as part of making career decisions. It also opens the way to seeing relationships between careers and life styles; between different career directions and varying types of educational preparation.

MATERIALS: In order to develop this activity, the attached questionnaire can be used as is, or adapted to a particular school's program of counseling services.[37]

PROCEDURE: As an introduction or for motivation, the leader will relate the activity to such literature as:Robert Burns' "To a Louse" or "To a Mouse"; Walt Whitman's "I Hear America Singing"; or Shakespeare's "Hamlet" (Act I, Scene 3, Lines 75-80 -- "This above all, to thine own self be true").

The leader will then distribute the questionnaire and discuss it with the students to be sure that all of them understand the various items included; i.e., attitudes toward planning vs. taking things as they come. When the students have completed the questionnaire, the leader will collect and quickly evaluate the responses. Then, on the basis of expressed needs, interests, or possible plans, the leader will divide the class into small groups to discuss their ideas. The leader will serve as a consultant to the groups, commenting on and suggesting alternatives. If appropriate at this stage, the leader can supply necessary application forms, suggest appropriate interviewing techniques, assist in sitting up interviews, etc.

EVALUATION: The final evaluation should be kept open-ended throughout the junior and/or senior year. Periodically, though, the leader can check with the individual student regarding the pursuit of his stated plans and can assist him in whatever way that is appropriate.

ADDITIONAL SUSGESTIONS: This survey can be used as a summary for a career unit or as a separate planning tool for use with juniors and seniors. It could also be used to collect follow-up data on graduates.

This form may be part of Outcome II, Educational and Career Awareness. In some schools, it may be more appropriate to include this approach in senior social studies classes or consumer math classes.

STUDENT'S NAME _____

DATE _____

PRELIMINARY SENIOR PLANS SURVEY

April, 1973

Next fall you will be a senior. We hope that you will think about your plans following graduation from Cholla High School. It would be a big help to us, the counselors, in helping you make your plans, if you would fill out as much of this questionnaire as you feel applies to you at this time.

Some people think in terms of: (1) life career planning, (2) take any job that becomes available to them, and (3) some don't know. Circle one of the above which applies to you at this time.

Do you want help in making plans or working on problems? yes _____ no _____

If so, do you prefer to meet privately _____ or in a group _____ with one of the counselors? for personal problem _____? for self-evaluation _____? for high school planning _____? for plans following graduation _____? and/or do you want some life career planning done as part of your classroom activities _____?

Eventually, what kind of work would you like most? _____.

Are you thinking of going to a _____ 4 year college? _____ 2 year college? _____ undecided?

Which college is your first choice? _____.

Second choice? _____.

What have you decided on as a major field of study in college? _____.

Do you plan to work to earn money for college tuition? yes _____ no _____

Do you need help to find other sources of financial assistance? yes _____ no _____

1. The American College Testing program (ACT) test is required for admission to all Arizona colleges. Do you plan to take it in July _____, Oct. _____, Dec. _____. Feb._____, or April _____?

2. The Scholastic Aptitude Test (SAT by CEEB) is required for admission to CERTAIN out-of-state colleges. Do you plan to take it in July _____, Oct._____, Dec. _____, Jan. _____, or March _____? (THIS TEST SHOULD BE TAKEN EARLY IN THE SCHOOL YEAR TO ENABLE THE COLLEGES REQUIRING IT TO GET THE RESULTS.)

ALTERNATIVE PLANS FOR AFTER GRADUATION:

1. _____ I expect to enter the armed services in the summer of 1974 or later.

2. _____ I expect to be attending a business or trade school in 1974, and take a course in _____.

3. _____ I already have a suitable, permanent job promised as _____.

4. _____ I expect to move from Tucson to _____.

5. _____ I expect to stay home and not look for work.

6. _____ I expect to attend a junior college and pursue a program in _____.

7. _____ I expect to go to a college or university and take _____.

8. _____ Other plans: _____.

_____

_____

_____

_____

The above represents just the first steps in your consideration of a college or life career choice. You are welcome in the counseling office at any time for further information you may need as your senior year moves along. Don't wait for us to call you in !!

OUTCOME IV SUBJECT Foreign Languages

ELEMENT Decision Making GRADE LEVEL 9 - 12

ACTIVITY: Resourceful Me

PURPOSE: In order to decide upon a career, the bi-lingual student should have as great a realization as possible of the job opportunities available to one with such a background. For this reason, he should be familiar with the ways and the means of discovering those occupations best suited to him. This activity can provide him with that opportunity.

MATERIALS: The following resource material will be useful in realizing the extent of foreign-language-related occupations today: 1) the Dictionary of Occupational Titles the most complete list of occupational titles and their definitions; 2) the Occupational Outlook Handbook, the most valuable single publication containing information on employment in major occupations; 3) a Career Research Monograph, which describes any occupation of interest, including a typical day's work (the Monograph can be obtained for $1.00 from the Institute for Research, 537 South Dearborn St., Chicago); and 4) two important sources of information about overseas jobs -- Employment Abroad - Sources of Information, available from the Council on International Education, Inc., 777 United Nations Plaza, New York; and "Federal Jobs Overseas", a pamphlet (No. 29) available for 10 cents from the Superintendent of Documents, Washington, D. C.

PROCEDURE: The leader will introduce this activity by telling the students about the materials available to them in their rearch for bi-lingual job opportunities. The leader will then ask the student of foreign languages to locate and list occupational resource materials other than those listed above. The student will be encouraged by the leader to examine a number of different sources in order to discover five occupations requiring the use of his particular foreign language skills and five others for which his skills would at least be useful. He will be asked by the leader to describe in detail the nature of those occupations which require knowledge of his particular foreign language; he will explain in writing why his particular foreign language might be useful in five other occupations which may not require it.

EVALUATION: Students should share their resource information with their classmates, and class discussion should be conducted by the leader to measure the usefulness of their sources gathered. The resource information collected should provide a great many words and terms which may be compiled into a generally useful list and used to guage a student's comprehension of the work he has undertaken. To the greatest extent possible, this vocabulary list should be presented im the appropriate foreign language.

ADDITIONAL SUGGESTIONS: The leader and/or the class may want to invite appropriate guest speakers to discuss bi-lingual job opportunities. The class may also wish to "publish", for the interested students or for resource use in the school library, a dittoed compilation of their research on job opportunities utilizing the knowledge of foreign languages.

OUTCOME IV SUBJECT Home Economics

ELEMENT Decision Making GRADE LEVEL 9 - 12

ACTIVITY: How To Go Into Business

PURPOSE: This activity is designed for use in any home economics class. It will enable students to become knowledgeable about resources and alternatives available in making career choices.

MATERIALS: The only materials necessary are magazines, art supplies, a bulletin board and letters, or tag board and felt pens.

PROCEDURE: The leader will introduce the activity with a discussion about small businesses within the field of home economics, such as restaurants, fabric and craft shops, home appliance centers, interior design establishments, etc. Using the materials available, students will design posters or bulletin boards which describe each of these small businesses. (These will be displayed around the room.) Then the leader and/or the students will invite representatives from these small businesses, as well as from banks, finance corporation and the Better Business Bureau to participate in a panel discussion(s) on "How to Start Your Own Business".

EVALAATION: The leader will ask the students to list resources and alternatives available to one who wishes to go into a small business.

ADDITIONAL SUGGESTIONS: This unit could be done in coordination with the business education department.

OUTCOME IV SUBJECT Industrial Arts

ELEMENT Decision Making GRADE LEVEL 9 - 12

ACTIVITY: Exploring Apprenticeship Programs and Future Prospects in the World of Work

PURPOSE: The purpose of this activity is to acquaint the student with the state apprenticeship system and the local labor market.

MATERIALS: The materials needed for this activity are a class set of Apprenticeship in Arizona, obtainable from the U.S. Department of Labor, Department of Apprenticeship and Training (Harold Olsen in Tucson). If class sets are not available, sections of the handbook may be reproduced. A class set of the Student Guide to the Tucson Labor Market is available from the Employement Security Commission of Arizona. A copy of the Occupational Manpower and Training Needs bulletin #1701 is also needed and can be obtained from the U.S. Department of Labor, Bureau of Labor Statistics, Washington, D. C.

PROCEDURES: The leader will introduce this activity by explaining who an apprentice is and what he does, including a short history of the apprenticeship concept dating from earliest times. Before handing out the class sets, the leader will ask each student to list 5 possible career choices which are presently of interest to him. Having done this, the student will then compare his list of occupations with the list of apprenticeship programs in Arizona. Using the Student Guide to the Tucson Labor Market, each student will also check to see what the current job situation looks like for his chosen career areas. He will note the availability of jobs and the average pay scale.

The leader will then select volunteers to begin further discussion of major career fields. Qualifications such as age, education level, minimum entry requirements, and skills may be listed on the chalkboard. Using the Occupational Manpower and Training Needs bulletin, the leader will help students to research future prospects in career fields selected in the above procedure. The leader will conclude the activity with discussion of how the three manuals resources, used in the activity, can help in the basic process of career decision.

EVALUATION: The leader and the class can determine the value and effectiveness of this activity from the final procedure.

ADDITIONAL SUGGESTIONS: Speakers from local apprenticeship programs or from the Employment Security Commision can be invited individually or as a panel to provide additional information to the class.

OUTCOME IV SUBJECT Math

ELEMENT Decision Making GRADE LEVEL 9 - 11

ACTIVITY: Making Career Decisions

PURPOSE: The purpose of this activity will be to facilitate decision making by the students. The activity will encourage students to make decisions which enhance career development and planning.

MATERIALS: For this activity each student will need the scores from his 8th grade math aptitude test. These test scores should be furnished to the class leader by the counselor and can be secured from the students' permananent record cards. The student will also need a list of his own previously selected job cluster choices. And, finally, any additional math skill test scores available to the student will be helpful.

PRODEDURE: Using the math stanine scores from selected tests and the job clusters the students find most desirable, the leader will discuss the compatability of these facts and possible goals. Realizing abilities and current successes in math, students can make decisions concerning their math options for the next school year. The leader may also allow the student to sign up to see his counselor, or he might be allowed to visit his counselor any time after the activity has been completed and he has reached a decision concerning what math courses he would like to take the following year.

EVALUATION: The leader's observation and student participation will serve as the basis for activity evaluation.

ADDITIONAL SUGGESTIONS: Older math students may be involved as math counselors for younger students.

OUTCOME IV SUBJECT Physical Education

ELEMENT Decision Making GRADE LEVEL 9 - 10

ACTIVITY: What Optional Courses Should I Take Next Year?

PURPOSE: The purpose of this activity is to identify personal interests as part of decision making. This activity will help students understand that decisions can be made only after a variety of alternatives consistent with individual interests have been identified.

MATERIALS: Materials needed for this activity include a copy of the school's graduation requirements and course offerings for the coming year. A list of units offered in health, p.e. and recreation should also be available.

PROCEDURE: The leader will introduce this pre-registration activity by asking students what they do in their leisure time. The leader will list student replies on the board. Next, the leader will ask the students what sports they play in their leisure time. Again, the leader will list these options on the board. The leader will then ask the students to examine the P.E. course options for the following year and to select the sport course option most likely to offer them rewarding leisure time involvement. The leader will conclude the activity by encouraging students to discuss their choices with other students and by instructing them to record their choices on the tentative schedule form.

EVALUATION: The activity leader will ask the students to suggest curriculum changes that would be more meaningful in light of their current leisure time interests.

ADDITIONAL SUGGESTIONS: In order to clarify leisure time opportunities and interests centering on Physical Education, the leader and/or the class could invite to class members of the P.E. staff who could provide additional information about leisure time alternatives.

OUTCOME IV SUBJECT Reading

ELEMENT Decision Making GRADE LEVEL 7 - 12

ACTIVITY: My Stereotypes Are Showing!

PURPOSE: This activity is designed to demonstrate how labeling and stereotyping may lead to incomplete or incorrect information about certain occupations and/or life-styles. Capitalizing, then, on the importance of adequate reading skills, this activity stresses the importance of correct information for sound decision making.

MATERIALS: Current data from The State Employment Service related to salaries and working conditions would be useful material.

PROCEDURE: The leader will introduce the activity by listing on the board as many occupations as the class can name. The leader will ask the students to indicate the salary each of these occupations commands. Next the class will discuss probable life-styles associated with the occupation listed, including stereotypes (i.e., garbage men make very little money; plumbers do not need to be educated; all professional people make more money than all non-professional people, etc.). The class will then review data from the State Employment Service regarding salaries, hours, etc. and will compare their findings with their original ideas. To conclude the activity, the class will select two or three occupations they wish to know more about and either visit the appropriate job sites or invite the appropriate speakers into class to discuss their jobs (working conditions, hours, leisure time, etc.).

EVALUATION: Through class discussion or a written assignment, the leader will have the students evaluate the worth of the activity in terms of their individual growth and/or increased knowledge. The leader will also evaluate student involvement.

ADDITIONAL SUGGESTIONS: Additional student exploration can include finding contacts in the newspaper, telephone directory or any other comparable source and then writing or calling to interview these contacts.

The leader might also want to utilize the video-tape "Careers and Life-styles" from the 3 R's Plus Series available from the Arizona State Department of Education, Research Coordinating Unit.

OUTCOME IV SUBJECT Reading

ELEMENT Decision Making GRADE LEVEL 11 - 12

ACTIVITY: Progress by Design

PURPOSE: Students are faced with a number of difficult decisions concerning goals, both immediate and long term. This activity is designed to help the student set goals for his reading progress.

MATERIALS: The goal material presented here is from Working Loose, p. 42.[38]

PROCEDURE: The leader will introduce the idea of goal-setting and will ask the class members to evaluate themselves in relation to reading skills. This analyzing can be accomplished in any way the leader deems most valuable; i.e., diagnostic instruments, discussion with the student, observable skills, etc. After each student's present reading level has been determined, the leader will outline to the class the necessary steps in effective goal assessment. At this point, the cartoon outline on p. 42 of Working Loose can be very helpful. If the material is not available, the students might want to develop their own graphics, illustrating the steps in goal setting; i.e., realistic aims (something I can do), time limitation, and evaluation (I did or I didn't). After this activity, with the help of the leader, the students themselves will set goals for increased reading skills, using the steps they have outlined.

EVALUATION: At the end of a designated period of time, the students will review their goals and determine whether or not they have attained them. If not, the leader will help the students discover why they were not successful. This may involve re-writing the goals.

ADDITIONAL SUGGESTIONS: This activity can be adapted to other curriculum areas and classes according to need.

OUTCOME IV SUBJECT Advanced Science

ELEMENT Decision Making GRADE LEVEL 10 - 12

ACTIVITY: Exploring Science Careers

PURPOSE: In the science area, there are a number of diversified occupations which can be researched by students. This activity is designed to give students the opportunity to become proficient in using research material and techniques for career decision making.

MATERIALS: Several sources of occupational information will be needed. The most important are the following: Dictionary of Occupational Titles, Occupational Outlook Handbook, Modern Vocational Trends Reference Handbook, and Career Education in the Environment.[39]

PROCEDURE: The leader should briefly discuss with the students the wide range of occupations that are science-related. After this discussion, the leader can explain and define the four science-related career clusters which are as follows:

1. Careers in Environmental Science and Research
   Life scientists: studies organisms and the life processes that determine the nature of living organisms. Examples: aquatic biologist, biochemist, biophysicist, biostatistician, cytologist, geneticist, microbiologist, pathologist, animal ecologist, animal husbandryman, entomologist, pharmacologist, physiologist, zoologist, agriculturist, agronomist, botanist, forest ecologist, horticulturist.

   Physical scientists: concerned with the basic components, structure and processes of our environment. Examples: astronomer, chemist, analytical chemist, inorganic chemist, organic chemist, geologist, assayer, geodesist, geophysicist, hydrographer, metallurgist, meterologist, mineralogist, oceanographer, physicist, seismologist, soil scientist.

   Social Scientists: concerned with the research, analysis and evaluation of historical and current economic, social, and political aspects of man's existance and involvement as a member of an organized community. Examples: anthropologist, economist, geographer,, mathematician, political scientist, psychologist, sociologist, statistician, and writer.

2. Careers in Environmental Education and Technology
   Concerned with the transmission and application of knowledge, techniques, and findings emanating from the scientific and research areas. Examples: camp counselor, humanities teacher, life sciences teacher, biology teacher, chemistry teacher, geography teacher, physics teacher, public health educator, social sciences teacher, vocational teacher, aeronautical, agricultural, chemical, civil, combustion engineers, mining and nuclear engineers, industrial hygienist, physician, sanitarian, toxicologist, architect, landscape architect, forester, oceanographer.

PROCEDURE:
(continued)

3. Careers in Environmental Technology and Implementation
Concerned with testing theories and implementing ideas into programs and projects. Examples: environmental inspectors, food and drug inspectors, health inspectors, nuclear inspectors, biological technician, environmental technician, food technician, health technician, horticultural technician, environmental tester, mechanical tester.

4. Careers in Environmental Application and Operation
The "muscle" behind the plans for environmental improvement and conservation. Examples: gardener, incinerator plant attendant, janitor, resource developer, wildlife attendant, power plant operator, water treatment plant operator.

From these four science-related career clusters, each student will choose an occupation which he wants to research. Following the research period, each student will make an individual presentation to the class.

EVALUATION: The compilation of a class booklet including all the occupations research can serve as an evaluation device.

ADDITIONAL SUGGESTIONS: Instead of individual research presentations, panel, dual or area presentations can be substituted.

The finished class booklet can be edited, illustrated and added to the library's career information materials.

OUTCOME IV SUBJECT Special Activities

ELEMENT Decision Making GRADE LEVEL 9 - 12

ACTIVITY: Happy-Go-Lucky -- Sometimes, But Not Always

PURPOSE: This activity is designed to show students not only the importance, but also the relationship of personal goals to career decisions and job satisfaction.

MATERIALS: For discussion purposes, the leader may want to become familiar with the book Working Loose, published by Random House of Canada, Ltd.[40]

PROCEDURE: The leader will introduce the activity by first discussing the importance of personal goals and then analyzing how these goals can be related to choosing a career and being happy about a vocation. Next the leader will divide the class into groups of 4-6 students. Within the group framework, students will discuss the following or similar life planning questions,

1. Forgetting about money, what would you like to do more than anything else?
2. What working environments would be most suited to your tastes?
3. What's the most satisfying experience you've been involved in?
4. What skills and abilities do you have?
5. What do you need to learn and what can you do to learn these things?
6. Really, what would you like to do?
7. Is your career choice consistent with your feelings?

To conclude the activity, the leader will ask the groups to summarize and share their reactions with the entire class.

EVALUATION: Leader observation of student involvement in the small group discussions is a means of evaluating this activity. Student evaluation of the activity -- either verbal or written -- is another means.

ADDITIONAL SUGGESTIONS: The leader and the class members can decide how what the students like to do can be incorporated into the subject matter of their particular unit or class.

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OUTCOME V

Outcome five, which concerns the possession of "entry level" skills upon exiting from high school, can be achieved by allowing students the opportunity first to develop beginning competency skills and then to perfect employability skills. With regard to beginning competency skills, the student will develop those skills necessary for employment in the career of his choice. He will likewise develop skills required in collecting data and problem-solving. In addition, the student will become familiar with the use of basic materials and equipment associated with business, commercial, and industrial activities. Even more important, the student will develop an understanding of the interpersonal relationships resulting from the interaction of people in various occupational roles. Then, in terms of employability skills, the student will develop the work habits and attitudes necessary to enter an occupation in the career area of his choice. He will also be given the opportunity to recognize the implications of working, with and without supervision, independently and with others. Finally, through such means as interviews, tests, and application forms, the student will present an accurate description of himself -- his education, training, and experience -- to potential employers.

OUTCOME V

ELEMENT Beginning Competency and Employability Skills

SUBJECT Business Education

GRADE LEVEL 12

ACTIVITY: Race-Role Confusion

PURPOSE: Through this activity, students will develop an understanding of interpersonal skills within the class group. Later, they can transfer these skills to occupational situations. This is a suggested activity for Distributive Education course work relating to the jobs students hold at that time.

MATERIALS: The leader or class will need to supply black, light tan and white hood-type masks. Nylon stocking or painted paperbags can be used.

PROCEDURE: The leader will introduce the activity by discussing with the entire class situations that have occurred in the classroom or around the school as a result of racial differences. In groups of 5-7, students will relate embarrassing moments they experienced because of feeling the results of prejudice. In triads, students will roleplay some of the situations while wearing masks to indicate the racial background for each role. Note: A minority person wears a mask of the majority in a particular situation; majority members assume the minority role and wear appropriate masks. Finally, in small groups or with the entire class, students will discuss the feelings they developed during the roleplaying. At this time, guided by the leader, students will also compare the class situations with actual on-the-job situations.

EVALUATION: At the conclusion of the activity, the leader and students will relate in group discussion how they can make use of the self-knowledge they have gained as a result of the activity.

ADDITIONAL SUGGESTIONS: This activity will be most effective when used with a racially mixed group or following situations in which prejudice is displayed or felt. It can also be used to develop insight or self-awareness regarding situations in which an individual feels others are talking about him; i.e., when individuals of different socio-economic groups interact and generate possible value conflicts.

OUTCOME V

ELEMENT Beginning Competency and Employability Skills

SUBJECT English

GRADE LEVEL 9 - 12

ACTIVITY: Publishers, Inc.

PURPOSE: Students will become aware of the English skills used in the book publishing business by participating in a simulated publishing activity.

MATERIALS: Materials necessary for this activity are: paper and pencil, typewriters, and printing machinery (if actual publishing is desired).

PROCEDURE: The leader will begin the activity by discussing with the class the steps in publishing a book. Following the discussion, the leader will divide the class into small groups, in order for them to research the jobs necessary in publishing a book (typist, editor, writer, illustrator, for example). While the research is in progress, the leader and/or students will contact an elementary school class and ask the younger students to submit material about careers (poems, limericks, stories, interview, etc.). The older students will then set up a publishing house with the board of directors "hiring" the employees. The "hired" staff will collect material from the elementary school and organize it into book form. They will, finally, with the help of the leader, publish and distribute copies of this booklet, especially to the elementary shhool contributors.

EVALUATION: The class will rate the finished booklet according to student-directed criteria.

ADDITIONAL SUGGESTIONS: This activity may be correlated with Art or Graphic Arts.

A field trip to a local publishing concern would be an appropriate introductory segment for this activity.

OUTCOME V — SUBJECT English

ELEMENT Beginning Competency and Employability Skills — GRADE LEVEL 7 - 10

ACTIVITY: Career Charades

PURPOSE: The purpose of this activity is two-fold. Since it is a team game, mutual rewards for team success will help students recognize the implications of working with others. In addition, the procedure used to play the game will create an awareness in students not only of the wide variety of jobs available in the world of work, but also of the competency and skills needed for these jobs. This could simply be a "rainy day" activity, part of a career unit or a possible element in a unit on biography or autobiography.

MATERIALS: The following materials will be needed: several copies of The Occupational Outlook Handbook, The Occupational Exploration Kit, The Dictionary of Occupational Titles, and any other career resources the leader may have available.

PROCEDURE: The leader will instruct students to browse through career resources, such as those mentioned above in order to look for occupations which seem unusual, fascinating, or simply appealing. Students should be instructed what it will be to their advantage to work independently and to tell no one which occupation they have chosen. Next, each student will write a paragraph (complete sentences in his own words) describing what a person in the chosen occupation must do in a working day. He will have to give the paragraph a title; i.e., Driving A Truck, Studying the Sea, Exploring in Space, Teaching the Deaf, Playing Professional Baseball, Leading a Rock-Band, etc.

The leader will then divide the class into two teams, review the rules of the game, and play "Charades" with the titles of the career paragraphs. The leader will be time-keeper and scorer, or he may select one or two students for these jobs if he is aware of students who may be too self-conscious to participate in this activity. After each paragraph is selected and then acted out, the person, "on stage" will call on the author to explain job requirement and why he chose it. If the leader wants to stress the idea of working with others to achieve a goal, he can arrange an appropriate reward for the winning team.

EVALUATION: Student feedback might be helpful here to decide if the activity should or could be repeated either with the same class or during another year. The leader can also assess student enthusiasm while the game is in progress.

ADDITIONAL SUGGESTIONS: This game could be an introduction to a unit on the World of Work or the conclusion of a unit on biographies. In the latter case, students could describe the job of the person about whom they have read. This activity might also be effective in dealing with Outcome II, Element: Educational and Career Awareness.

OUTCOME V — SUBJECT Foreign Languages

ELEMENT Beginning Competency and Employability Skills — GRADE LEVEL 9 - 12

ACTIVITY: A Glimpse of the Real Thing

PURPOSE: The specific objective of this activity is two-fold: 1) to stimulate the student to relate his study of foreign language to his career development; and 2) to enable the student to compare traits he sees in himself with those exhibited by workers he observes as they perfom on the job.

MATERIALS: An "Investigation of Occupation" form for the study of a given occupation (see attached sample) should be utilized. Also, a list of value judgment words, the "Adjective Personality Trait" form (adjectives, in the particular language being studied, including those added by the students), will be necessary in this case.(See attached sample.) Both are adopted from A Guide for Teachers of a Course in Career Exploration.[41]

PROCEDURE: If at all possible, the teacher should plan this activity around a field trip to a work site (or sites) where students will be able to gain the objectives noted above. Such a field trip (or trips) might include the following sites: the Mexican Consulate, Luke Air Force Base (German pilots), University of Arizona campus (foreign students), Aeronaves de Mexico airline terminal, the Mexican Customs and Immigration Department and/or stations, import-export businesses, the foreign trade school in Phoenix, a foreign language newspaper, a foreign language radio station, or a foreign language television station.

Before the field trip, the teacher will have the class "brainstorm" and compile the list of adjectives (in the foreign tongue) which they might be able to use in describing the workers they observe. After the list is compiled, the teacher will ask each student to mark those adjectives which he feels describe him; this list he compiles will be used later as a means of allowing the student to interact with people in various occupational roles.

During the field trip, the teacher will make sure each student interviews several workers at different levels of employment and so completes the "Investiagtion of Occupation" form, as well as the "Adjective Personality Trait" form.

After the field trip, the teacher will ask the student to compare his personality traits with those of the workers he has interviewed, in order to become more aware of individual characteristics, as well as job factors which could influence his own career choice.

EVALUATION: The teacher will observe students' reactions to their experiences and evaluate the completeness of the students' forms. The leader will also evaluate through a general classroom discussion what the students have gained personally from this experience.

ADDITIONAL SUGGESTIONS: If school field trips are not possible, students can invite workers to class to describe their jobs; they can interview a worker over the phone; or with the assistance of their parents, they can take individual field trips after school or on Saturday.

Investigation of Occupation

1. Name of occupation _____

2. Job title _____

3. Exactly what does worker do? _____

_____

4. What type of equipment does he use? _____

_____

5. What education is required? _____

6. What qualifications, other than educational, are necessary?

   A. Physical _____

   B. Mental _____

   C. Aptitude or personality _____

7. What are working conditions and hours? _____

_____

8. In what kind of business is this job found? _____

_____

9. What are opportunities for advancement? _____

_____

10. In what geographical location is this job found? _____

_____

11. Where is further information available? _____

_____

12. Additional Comments _____

_____

_____

Adjective Personality Trait

able
accepting
adaptable
aggressive
ambitious
annoying
anxious
authoritative
belligerent
bitter
bold
brave
calm
carefree
careless
caring
certain
cheerful
clever
cold
complex
confident
conforming
controlled
courageous
cranky
critical
cynical
demanding
dependable
dependent
derogatory
determined
dignified
disciplined
docile
dogged
domineering
dreamy
dutiful
effervescent
efficient
elusive
energetic
extroverted
fair
fearful
foolish
frank
free
friendly
genial
gentle
giving
greedy
gruff
guilty
gullible
happy
hard
helpful
helpless
honorable
hostile
idealistic
imaginative
immature
impressionable
inconsiderate
independent
ingenious
innovative
insensitive
insincere
intelligent
introverted
intuitive
irresponsible
irritable
jealous
jovial
juvenile
kind
knowledgeable
lazy
learned
lewd
liberal
lively
logical
loving
malicious
manipulative
materialistic
maternal
mature
merry
modest
mystical
naive
narcissistic
negative
nervous
neurotic
noisy
normal
oblivious
objective
observant
obsessive
organized
original
overburdened
overconfident
overconforming
overemotional
overprotecting
passive
paternal
patient
perceptive
perfectionist
persuasive
petty
playful
pleasant
pompous
powerful
pragmatic
precise
pretending
pretentious
principled
progressive
protective
proud
quarrelsome
questioning
quiet
radical
rational
rationalizing
reactionary
realistic
reasonable
reassuring
rebellious
reflective
regretful
rejecting
relaxed
reliable
religious
remote
resentful
reserved

OUTCOME V — SUBJECT Home Economics

ELEMENT Beginning Competency and Employability Skills — GRADE LEVEL 11 - 12

ACTIVITY: "M-m-Good"

PURPOSE: Students will become aware that basic cooking skills can enable them to realize financial gain.

MATERIALS: Foodstuffs, utensils, and kitchen working area are required materials for this activity.

PROCEDURE: The leader will introduce to the class the idea of making pastries and conducting a "Goodie" auction or bazaar for teachers during their break. If the class reaction is favorable, the leader will conduct a planning session with the students, in which they will decide the tasks to be assigned, the date of and place for the bazaar, and the price to be charged for each item. The leader and a student delegate will confer with the school administrator about the feasibility of the project and the facilities needed for it. After obtaining administrative support, the project will be advertised to teachers. Students will bake the pastries on the designated day and conduct the sale.

EVALUATION: Teachers will be asked to comment on the goods they bought. The class will then meet, share these comments and relate their own feelings about the project. The class will also need to account for the money they have made and, if the amount is sufficient, to decide what to do with the profits after paying expenses.

ADDITIONAL SUGGESTIONS: This activity may be extended to the students' lunch hour. A professional auctioneer may be invited to donate his services if an auction is undertaken; a professional baker may be asked to demonstrate his skills and speak to the class; and/or field trips to various bakeries may be taken.

OUTCOME V — SUBJECT Home Economics

ELEMENT Beginning Competency and Employability Skills — GRADE LEVEL 11 - 12

ACTIVITY: Costuming for Drama

PURPOSE: This activity, developed in cooperation with the drama department, is designed to outline problem-solving procedures.

MATERIALS: The following materials will be useful in this project: 1) a copy of the script to be used in a drama class or for the school play; 2) resource books providing the period in which the play occurs; 3) drawing paper and pencils or crayons for costume designing; 4) materials for costumes, and 5) sewing machines.

PROCEDURE: The leader will introduce the problem at hand -- the need for costumes. He will instruct the students to read the script of the play and will then discuss with them the time setting and the individual characters. Next, he will encourage the students to locate resource books from the library concerning the particular time period. After allowing time for this additional research, the leader will divide the class into small groups, each group assigned the task of designing a costume for a particular character. Students who are skilled in designing patterns may wish to make the complete pattern from scratch; others may combine patterns to achieve the appropriate effect. Next the leader will instruct students to compile a list of all necessary materials and to outline a plan for obtaining them. Once the materials have been obtained, the leader will supervise the cutting and sewing of all costumes.

EVALUATION: The sewing and drama classes can evaluate the project by analyzing the finished costumes for authenticity and appropriateness to character; they can likewise determine whether any changes are necessary.

ADDITIONAL SUGGESTIONS: Suggestions for inter-departmental projects include the following: 1) the sewing classes could make the cheerleader and pompom costumes; 2) the sewing classes could design and make chorus robes, or 3) an interior decorating class or unit, working cooperatively with American History classes, might wish to do a unit on antiques.

OUTCOME V

ELEMENT Beginning Competency and Employability Skills

SUBJECT Home Economics

GRADE LEVEL 9 - 10

ACTIVITY: Comparison Trips

PURPOSE: By visiting stores and factories selling and using them, students will be able to identify the major differences between domestic and commerical sewing machines.

MATERIALS: The field trips require transportation, and the follow-up discussion requires blackboard and chalk.

PROCEDURE: The leader will discuss with the class the observations that domestic and commercial sewing machines have many attributes in common, but that there are several major differences. The leader will note that these differences will become important to students if they choose occupations in the sewing field. Following this discussion, the students will arrange themselves into groups of four or five and decide which business would be appropriate to visit. With the help of the leader, each group will make preliminary arrangements for visiting a particular business. Each group will then tour a designated business site, looking for and noting which machines are used, where and why.

EVALUATION: Following the trips, the class will meet as a whole and list on the board under the appropriate heading -- "Domestic" or "Commercial" -- the factors discovered about the use of these two types of sewing machines.

ADDITIONAL SUGGESTIONS: This is an activity that could be used for "work exposure" experience; it could also be enlarged for use as an introduction to a cooperative work program.

OUTCOME V

ELEMENT Beginning Competency and Employability Skills

SUBJECT Home Economics

GRADE LEVEL 7 - 9

ACTIVITY: Alone or With Others

PURPOSE: This activity, designed as an introduction to jobs in the field of Home Economics, focuses on awareness of one's self and on how one works best -- alone or with others.

MATERIALS: Materials needed for this activity include a bulletin board, letters or felt pens, and pencils and paper.

PROCEDURE: The leader will first ask the students to make a list of all the things they like to do. Then he will ask the students to put an "A" beside those activities that they do alone and a "P" beside those that they do with other people. Next, the leader will ask students the following summary questions: "Which do you have more of -- "A's" or "P's"? What does that tell you about yourself" etc. To conclude the activity, the leader will ask the class to design a bulletin board emphasizing the two columns: With Others and Alone. Under the appropriate heading, then, the leader will ask the students to list the names of jobs in the field of Home Economics.

EVALUATION: The leader will encourage students to utilize the job titles displayed on the bulletin board, in order to make a list of jobs which seem interesting to them. Students can then determine which is most predominant on their lists, jobs With Others or jobs Alone.

ADDITIONAL SUGGESTIONS: This activity could be applied to any other subject area. Resource speakers could be invited to the classroom to discuss "Why I Like Working With Ohters" or "Why I Like Working Independently".

OUTCOME V

ELEMENT Beginning Competency and Employability Skills

SUBJECT Industrial Arts (Mechanical Drawing)

GRADE LEVEL 10 - 12

ACTIVITY: Realistic Design Problem

PURPOSE: Because they believe the solution of a practical problem involves students more completely than does a theoretical problem, the American Society of Tool and Manufacturing Engineers, Southern Arizona Chapter, sponsors a jig design contest for Mechanical Drawing classes in Southern Arizona. The purpose of this activity is to involve students in a realistic design problem.

MATERIALS: A set of rules and procedures, as well as a sample of the item to be machined, must be secured from the Southern Arizona Chapter, American Society of Tool and Manufacturing Engineers. The Society may be contacted through the Mechanical Engineering Department, University of Arizona.

PROCEDURE: The leader will discuss with the class the general uses of jigs and fixtures in various manufacturing industries. A field trip conducted by the leader to see how equipment is used in a manufacturing concern is helpful for students, but not essential. The leader, however, must explain to the class the various methods of forming or shaping metal. (For this explanation, a visit to the school's machine shop is suggested.) Following these introductory steps, the leader will ask the students to read the rules from the contest sheet and to study the plans and sample piece to be machined. Once the students have understood the rules and plans, they will design a jig with the appropriate plans. Their materials will then be submitted to the contest committee by an assigned date. Contest winners will be announced and invited to an awards banquet during the spring semester.

EVALUATION: The leader will evaluate the designs worked out by the students.

ADDITIONAL SUGGESTIONS: A representative of the American Society of Tool and Manufacturing Engineers could be invited to the class to discuss the contest rules and plans.

OUTCOME V — Beginning Competency and Employability Skills

SUBJECT Physical Education (Recreational Sports)

ELEMENT

GRADE LEVEL 11 - 12

ACTIVITY: Playing at Work

PURPOSE: Giving students the opportunity to role play a situation in which a variety of recreation personnel are trying to plan a summer program will allow them to acquire some skill at working with other individuals in a job setting.

MATERIALS: The following list of recreation positions and a brief job description of each will be useful in developing this activity.

Example of recreation job grouping and description:

1.	Director	Overall program supervision. Generally hired by city administration.
2.	Area Supervisor	Oversees recreation leaders assigned to his area. Answers to Director. May be year-round employee.
3.	Recreation Leader	Usually a summer employee. In charge of park or school to conduct activities.
4.	Assistant Recreation Leader	Assistant to Recreation Leader at park or school. Also, generally a summer employee.
5.	Equipment Person	Full-time 12 month employee. Responsible for inventory and supplying necessary materials to each area.

PROCEDURE: The leader will introduce the activity by asking the class to divide into groups of 5. Each student in each group will draw from a box the role he will play in the simulation. Each group will then outline and build a summer recreation program. During the process of framing this program, each student will play his assigned role and contribute to the group process what he believes a person in his position would contribute, noting his own reactions and the reactions of others in his group.

EVALUATION: Each group will present its program to the group as a whole for class discussion. In addition, each student will briefly summarize his reactions to the others in the group, as well as to himself in his role.

ADDITIONAL SUGGESTIONS: This activity can be adapted for any P.E. activity, as well as for other curriculum areas.

OUTCOME V

ELEMNNT Beginning Competency and Employability Skills

SUBJECT Reading

GRADE LEVEL 7 - 12

ACTIVITY: Divide and Conquer

PURPOSE: Students learn a great deal about their skills when they work independently with supervision, independently without supervision, in groups with supervision, and in groups without supervision.

MATERIALS: Any reading material that the leader is using is acceptable; however, content which is rather controversial is best.

PROCEDURE: The leader will find it helpful to refer to the following diagram as he makes the assignment:

Individual	Groups
1 Supervise	2 Supervise
3 Do Not Supervise	4 Do Not Supervise

On a classroom reading assignment, the leader will divide the class into four groups to work on the assignment. In Group 1, each student will work individually with leader supervision; in Group 2, the whole group will work together with leader supervision; in Group 3, each student will work individually with no leader supervision; and in Group 4, the whole group will work together with no leader supervision. The leader will be interested in seeing how each of the four groups functions, as well as in making sure the task is completed.

EVALUATION: The leader will compare the quality of work done by each group. In addition, the leader will guide a class discussion stressing how the task was completed in each of the groups. Specific questions can be directed toward each of the groups; i.e., Group 1 -- Did the leader's supervision help you as you made decisions regarding the assignment? Group 2 -- Did the leader's supervision help your group make its final decision(s) regarding the assignment? Group 3 -- Did you have any individual questions that went unanswered? Were you personally frustrated? Group 4 -- How did you feel toward other group members who had more influence on the completion of the assignment than you did?

ADDITIONAL SUGGESTIONS: Many possible options are open in this activity. The leader might appoint one person from each of the groups to observe behavior. This should be done without the knowledge of the rest of the group members.

Perhaps students' parents whose daily work situations fit into one of the four group descriptions might be invited to visit and speak to the class. Thus, students could receive valuable insight from this activity regarding the world of work.

OUTCOME V — SUBJECT Science (Biology)

ELEMENT Beginning Competency and Employability Skills — GRADE LEVEL 9 - 10

ACTIVITY: Dissect -- For What?

PURPOSE: This activity will aid students in realizing that there are some very practical science-related occupations.

MATERIALS: The only "materials" needed for this activity are community workers who are willing to come to the classroom or to allow students to visit their places of employment.

PROCEDURE: The leader will initiate this activity by asking students how they feel about the dissecting segment of biology. The leader will then ask the students how many feel they will ever apply their dissecting skills later in life. Other introductory questions which will elicit student responses are the following: "Do you feel there is any point in learning how to dissect?" "Would you want to have a job which required these skills?" After these or similar questions have been discussed, the students will think of occupations that use some type of "dissecting" skill. (Some occupational examples include butcher, mortician, pathologist, and housewife.) The students will then select an occupation, in order to discover how this worker uses his dissecting skills and how these skills influence his job. If possible, students will invite the workers to the class, go to their place of business, and/or tape a talk with a worker. Students will conclude the activity by presenting their reports to the class.

EVALUATION: Student discussion regarding what was gained from learning about dissecting jobs can be the evaluation segment of this activity.

ADDITIONAL SUGGESTIONS: Other examples of questions which could be used to expand a science activity are the following: "Should scientists use live things for their experimentation?" "If you were lost and starving, where would you draw the line on what you would eat?"

OUTCOME V — SUBJECT Special Activities

ELEMENT Beginning Competency and Employability Skills — GRADE LEVEL 7 - 12

ACTIVITY: The Ideal Office Structure for Me

PURPOSE: The purpose of this activity is to give students a chance to question traditional office structure. In doing so, they may then envision alternative ways of working, while at the same time determining what arrangement would suit them best.

MATERIALS: The only material needed is the attached worksheet.

PRODEDURE: The activity leader will initiate the activity by explaining to the students that they will be analyzing how office staffs are presently structured, envisioning how they could be structured and then comparing the two. Following this introduction, the leader will distribute the worksheet; and before proceeding, the leader will ask the students not to discuss with each other their opinions about the worksheet, but rather to make individual decisions. The leader will then draw a very long continuum on the chalk board, putting offices 1 and 2 and the extremes. Students will write in their initials at the point on the line where they believe they individually will operate best. The leader will then ask various students to explain their reasons for choosing their positions. If a student cannot give a reason, his name must be erased. A student will learn whether he has correctly determined his position as he discovers the views of those on either side of him on the continuum. The leader will conclude the activity by discussing various alternatives with the entire class.

EVALUATION: The leader can evaluate the activity by observing the quality of the discussion.

ADDITIONAL SUGGESTION: The leader can explore with the students whether or not a classroom needs a boss. The leader and the class can consider what groups of people are usually bosses (white males) and which are employees (racial minorities, women). Moreover, they can discuss the myth that only "super humans" could work in a collective. (Each of us could learn to share!)

WHICH OFFICE WOULD YOU RATHER WORK IN?

THE BIG BOSS

1. The boss gives explicit orders to all of his employees, leaving them very few dicisions to make. The employees mainly carry out the boss's ideas. Most of the employees are somewhat afraid of the boss -- they can't really talk to him about anything but business, and even then they are afraid to express their own opinions. There is no doubt about it; the boss is the final authority.

WE ALL RUN THE PLACE

2. In this office there is no boss at all. Everyone has equal status. If you need something typed, you type it yourself. If you make a mess, you clean it up. Each employee works to carry out his own ideas, as well as those of others. Everyone works together and a majority vote determines decisions. This office arrangement falls into the category of a collective.

To help you think through your decision, consider the following statements:

1. Some people were born to be bosses and cannot function in any other way.
2. There is a difference between a leader and a boss.
3. I like to be told what to do.
4. Each of us is capable of being creative -- we only need the proper atmosphere.
5. Why should we overpay secretaries?
6. Maybe things would be a little less efficient at first, but if we all worked together, we might be happier.

BEST COPY AVAILABLE

OUTCOME VI

Outcome six, which discusses developing an understanding of the contribution of work, continual, learning, the arts, and leisure qualities of life in achieving social responsibility and self-satisfaction, can be implemented by helping the student to recognize his responsibilities to himself and others when he accepts a task or job. In so doing, the student will be further able to understand the need for positive relationships between himself and others who are working to complete an assigned task. In addition, the student will recognize the existence of individual differences and, hopefully during this recognition process, will become more tolerant in his interpersonal relationships. He will do so because of his realizations, first, that differences are not necessarily negative and, then, that individual differences are the source of progress in social, economic and technological areas.

OUTCOME VI SUBJECT Business Education

ELEMENT Appreciationa and Attitudes GRADE LEVEL 12

ACTIVITY: Everybody's Different

PURPOSE: This activity is designed to give students an opportunity to explore and recognize individual differences by acting as a group of supervisors who have met to discuss how to handle different types of employees (sensitive, slow, timid, careless, bold, lazy, stubborn), as observed by the leader and discussed by the students for one or two class periods.

MATERIALS: Hand-outs describing different employee personalities, taken from learning activities developed by the Pima County Career Guidance Project, will be useful in this activity.

PROCEDURE: The leader will initiate the activity by asking the class to describe different types of employees. After this discussion, the leader will divide the class into seven groups and distribute to each group hand-outs describing seven types of employees. Each group will then analyze each type of employee and discuss ways of handling this employee in a job situation. Following an allotted period of group discussion, the class as a whole will discuss methods of handling various types of employees. To conclude the activity, students will design a bulletin board depicting various employee types.

EVALUATION: The value of this activity can be determined through leader observation and class discussion. The leader can also ask the students to write a brief paper analyzing which type of employee they are.

ADDITIONAL SUGGESTIONS: This activity can also be used in industrial education, social studies and English classes.

TYPES OF EMPLOYEES

"The Sensitive Employee"

We are all "touchy" about certain things. But we call a man or woman a "sensitive" worker when we really mean they are oversensitive. They are quick to catch the painful implications -- even in remarks that are not intended as insults. Everyone has someone in his department who fits into this classification. Here are some of the techniques we discussed to use in supervising them.

1. Our attitude should never be condescending. Be soft-spoken with such a worker.

2. Don't issue orders -- instead, phrase your instructions as requests and suggestions.

3. Watch your group's reaction to him and be ready to repair the damage they do in rubbing him the wrong way.

4. Take time with his grievances. He will magnify any signs of unfairness; frequently he appeals decisions.

5. Don't kid him -- he can't take it. Even casual teasing, by you or others, may be brutal to him.

6. Reprimands should be light.

7. Be sympathetic toward his problems.

8. Remember that the sensitive worker's suggestions are often very good. He responds well to praise and is good on detail.

"The Slow Employee"

1. Be patient.

2. Give the slow worker more time between instructions and the carrying out of the orders. It takes him longer to adjust. In other words, let him know as soon as possible what he is expected to do. Avoid giving him several assignments at the same time.

3. Talk slowly when addressing him, especially when you're giving instructions. Watch his facial reactions and listen carefully to his comments to determine whether you ought to repeat your instructions or expand on them.

4. Be very careful how you handle the complaints and grievances of the slow, deliberate man. He has given thought to the matter; don't give him hasty decisions. The same with his suggestions. Some supervisors make it a practice to tell the deliberate man who brings up a problem that they need time to think it over.

5. There is something about the slow deliberate man that encourages respect for his opinions. When you want to get something across to your group, make a special effort to get his agreement.

6. With the dull man, be careful to show consideration. Show respect for his opinions, suggestions -- he reaches them painfully and clings to them. Let him down easily.

7. A dull man can be very sensitive to implications that he's backward. Watch that.

8. Make your orders, instructions, explanations simple and clear for the dull man. Use many illustrations.

9. Always check whether the dull man understands; keep a sharp eye on him when he begins something new.

10. Give the dull man a second opportunity before warning or reprimanding him.

11. When the slow or deliberate man does a job at a little better than his normal speed, he is making a special effort. This calls for praise. He needs a taste of success.

"Timid Employee"

It is easy to reduce a timid worker to complete ineffectiveness. But handled right, this kind of employee can be very useful.

1. It requires considerable encouragement to bring out his suggestions and to get him to speak up on complaints.

2. Don't be overbearing; keep an eye on the group to see how they get along with him.

3. Approach him with calmness.

4. Keep in mind that timid persons sometimes have a habitual feeling of insecurity. Make an effort to find out what work situations alarm such people most.

5. In giving instructions, be sure you're understood. The timid worker is often too shy to ask you to repeat.

6. Give him a hand as he starts new work and step out of the picture only when you feel he's gotten up steam.

7. Emphasize the team idea; always speak of "we" and "us". Remember he's slow to get to know people; check his knowledge of how others fit into the team.

8. Don't assign tasks requiring a lot of initiative and the making of decisions. If he must make decisions, expect him to lean heavily on you.

9. Be sure to praise him particularly for overcoming difficulties himself and for using initiative. These require real effort on his part.

"The Careless Employee"

Everyone is careless from time to time. But here we are dealing with habitual carelessness. The causes of carelessness may be, (a) distraction -- always thinking of something else; or (b) plain lack of interest.

1. If the worker is disinterested, you may have to give him more responsibility to arouse interest in the job. If that fails, you may have to reassign him.

2. If he's the distracted type, avoid assignment to hazardous work, especially where the safety of others is involved.

3. He's not good on details. His work needs more than usual inspection.

4. When you talk to him, be sure you have his attention and hold it. Check his understanding of instructions.

5. Such a worker is always a maintenance problem. Keep an eye on his equipment. It's a good idea to check his handling of the job from time to time.

6. Be firm; give clear, direct, detailed orders. Indecision would be weakness on your part.

"The Bold Employee"

This type can be your "best man" or your "worst headache". It depends on how you match your firmness against his boldness.

1. He's usually most responsive to the request type of order rather than the direct order.

2. Watch out for rashness, ill-considered action, carelessness, tactlessness and their effect on the team.

3. Be calm. He's apt to over-react.

4. Reprimand quietly. Be business-like, matter-of-fact, watch your temper. Avoid argument, always give him a chance to save face. He may be the kind who has to have the last word; try ending with finality -- turn and walk away.

5. He can be kidded, but in a man-to-man fashion. Appeal to his good sense.

6. Give him adequate work and responsibliity. But define his authority with the utmost care.

7. He's a good man to lead off a change, but watch his methods closely.

8. Handle his complaints with speed.

9. Never flatter; don't overpraise.

10. Help him plan. Lack of planning may be his big weakness.

11. Don't go out of your way to ask his opinion unless you really want it.

"Lazy Employee"

Laziness may be due to fatigue or lack of interest. If the worker is physically tired, a good answer is rest. Sometimes fatigue is mental, due to emotional upset. You can rarely do more than offer suggestions -- unless you are responsible for it. But if he's disinterested:

1. Try to correct the situation by reassignment, putting color into his job, stressing the importance of his responsibilities.

2. You can kid this fellow, appeal to his self-respect.

3. Provide him with worthwhile goals; emphasize the opportunities of competition.

4. Always give direct, clear orders. Be tough about holding him to minor responsibilities -- that's his weak spot.

5. Make him think; ask his opinion.

6. If he's better than average in intelligence, you may be able to turn his laziness to use by getting him to work on labor-saving ideas.

7. Measure the volume of work you give him. He is likely to fold if he sees that the load is suddenly increased.

"The Stubborn Employee"

Some people are inclined to meet every new idea with opposition. The stubborn worker is the man who says no first.

1. In presenting an idea, try to make him think it's his; then criticize it a little; make him defend it.

2. Let him get his objections off his chest, but don't argue at length. He'll accept suggestions more readily if he first has a chance to express himself.

3. Use the request type of order most of the time. But sometimes a direct order with a show of authority is necessary.

4. Be very consistent -- and let him know your immovable position.

5. This man doesn't work well with others. You will have to make a special effort to sell him on the team idea.

6. He's the last man to use when you want to introduce a change.

7. Try emphasizing goals, competition.

OUTCOME VI SUBJECT English

ELEMENT Appreciations and Attitudes GRADE LEVEL 9 - 12

ACTIVITY: Non-Verbal Communication Game

PURPOSE: This activity can be used to illustrate the amount and accuracy of non-verbal communication. It can be used in language arts or English classes to focus on the impact of non-verbal language.

MATERIALS: Five slips of paper or index cards are needed for each student; i.e., if there are 10 students, 100 cards will be needed. The cards are numbered in sets of 5, so that there are 5 cards with 5 cards with #2, etc. The number of sets equals the number of players in the game.

PROCEDURE: The leader will introduce the activity by saying that students are going to participate in a game which will demonstrate how they communicate without words. The leader will first mix the numbered cards and distribute them to the students, so that each student has five cards with no numbers alike. Students will then arrange the classroom so that all the desks are along the walls, leaving the center open. The leader will write two headings on the board: "WINNERS" and "DISQUALIFIED".

The leader will then explain these rules to the students:
(1) The object of the game will be to exchange cards with others in the group until a member has a complete set; i.e., all the 5's or all the 8's, etc. Students will exchange their cards non-verbally; that is, they may use any means to communicate except the written or spoken work. They may not use force or steal a needed card. Their exchange will take place in the center of the room.
(2) As a student collects a set, he will bring the set to the leader for verification. Once his complete set is verified, the student goes to the board, adds his name to the winners' list, sits in one of the desks along the wall and watches to make sure others are following the rules.

THE SECRET INGREDIENT: Before the class begins this activity, the leader will take one or two students from the group and explain the game to them. These students will be instructed NOT to trade any of their original cards. They may show what numbers they have, but under no circumstances are they to give up their original numbers.

This ingredient will increase the non-verbal communication, as it will create a situation in which most students will be in desks watching the non-verbal messages being exchanged by the "hold outs" and those needing their numbers.

The leader will allow this communication to continue long enough to make it evident that something is going on and that people are trying to work it out in different, non-verbal ways.

NOTE: Enough time MUST be left for a de-briefing, which should cover the following items:

1. The leader can ask the "hold-outs" what they were actually doing and why.
2. The class can compose a list of all the emotions and ideas that were communicated non-verbally.
3. The leader can move toward a discussion of how clear the non-verbal messages were.
4. The leader needs to be attuned to the fact that some of the students may still be experiencing some feelings of frustration and anger, and he should ask if anyone has unfinished feelings they would like to deal with.

EVALUATION: This is included in the de-briefing session.

ADDITIONAL SUGGESTIONS: It would be valuable to video tape the interaction. Also, such a game is valuable for behaviorial science classes.

OUTCOME VI SUBJECT English

ELEMENT Appreciations and Attitudes GRADE LEVEL 10 -11

ACTIVITY: Work Values and Goals

PURPOSE: This activity is designed to help students understand various work values and goals, especially their own

MATERIALS: The leader will need to duplicate for distribution to students the master entitled "Career Choice Game", adapted from an activity in Career Education Program.[43]

PROCEDURE: The leader will describe what a work value is -- something of importance which a person gains through his occupation endeavors (i.e., a nurse might value social service; or an actor, public recognition). The leader will explain that people have different work values; he will stress that what is important to one person will not necessarily be important to another. Next, the leader will distribute the master "Career Choice Game". Each student will rank each work value in order of decreasing importance, from 1 - 13. The leader will then ask various students which values they ranked first and why. Using their stated preferences as a starting point, the leader will have the students list as many occupations as they can in which workers could fulfill these particular work values. The list will be put on the chalk board. To conclude the activity, the leader will discuss with the class their reactions to the activity.

EVALUATION: The leader will ask each student to write a short theme analyzing the work values and interests associated with the occupation in which the individual student is most interested.

ADDITIONAL SUGGESTIONS: This activity is very adaptable and can be used in any subject area. It is important, however, to consider ethnic differences when utilizing this activity.

OUTCOME VI SUBJECT English

ELEMENT Appreciations and Attitudes GRADE LEVEL 11 - 12

ACTIVITY: Communication and Relationship Evaluation

PURPOSE: This activity allows individual students to recognize their own uniqueness, as well as the individual differences among people, and to become tolerant in their interpersonal relationships.

MATERIALS: In order to develop this activity the following "CARE" questionnaire and grid sheet may be used as is or adapted to the needs of the group or class.[44]

PROCEDURE: In order to serve as a model, the leader will have completed the instrument in advance and will begin the activity by displaying it to the group and telling how he sees himself. A co-leader will do the same thing. They will then evaluate each other, using the same list of "items".

The students will next be invited to follow the same procedure. Those who decide to participate are paired up -- choosing their own partners or groups (up to five). Each participant will first evaluate himself and then on a separate grid sheet evaluate his partner.

The two sheets -- the student's own evaluation and his partner's evaluation of him will be compared. Special notice will be paid to those items which show a wide range of difference, so that the individual will know himself better as a result of the evaluation and the discussion with his partner. At least two or three hours will be needed to complete this exercise.

EVALUATION: The leader will reconvene the class when all student groups seem ready. He will lead an open discussion about what the students feel they have learned from the experience.* Some then may wish to work on one or more aspects of one of the items, or others may come up with a specific objective they want to work on. Some may want to share what they are going to do, in effect making a public commitment, and in a few weeks will want to re-evaluate where they are.

ADDITIONAL SUGGESTIONS: It is most helpful to make notes as to why a person marks each item as he does, either in comparing ratings at a later time or when doing the exercise with different people. This is not a test, but a self-evaluation and peer evaluation instrument. We know that it is not "reliable" when used from time to time because the number ratings shift, and one can't depend on them. Nevertheless, it is a useful way of getting young people to help each other.

This activity can be cross-referenced with Outcome I, Element: Self-Awareness. It may be used in social studies classes, as well as other curriculum area classes.

Communication and Relationship Evaluation

(CARE)

1. I am able to recognize and identify my feelings
2. My ideas, opinions, desires, and values are easily identified
3. My over-all level of self-awareness is
4. My ability to be appropriately self-disclosing is
5. My ability to give constructive feedback is
6. My ability to receive feedback is
7. I understand how trust is developed in a relationship
8. I can see when another person is trusting me
9. I trust others when it is appropriate
10. I let others know what I think their central message is through restatement. paraphrasing, etc.
11. I make sure the meaning of the message is clearly understood
12. I use "I", "You" statements, look directly at the person to whom I'm speaking
13. I express my opinions, ideas, suggestions directly, clearly, concisely
14. I describe or show my feelings to others in a direct, open way
15. I avoid the indirect expression of feelings through commands, questions accusations, and so on
16. I check out my perceptions of other people's feelings
17. I am aware of how I express my feelings nonverbally
18. My verbal, nonverbal and behavioral messages are consistent.
19. I am aware of and accept my strengths--skills, talents, abilities, personal traits
20. I help identify and reinforce the strengths of others
21. I recognize the barriers that prevent me from using my strengths
22. I constructively confront other individuals about behaviors which I see as blocking communication

23. I am accepting of differences in others

24. My ability to influence others is

25. When I have a "message" I initiate interaction, rather than wait for the other person to come to me

26. My timing is good; I express myself at the moment it will do the most good

27. I recognize when ineffective communication is taking place

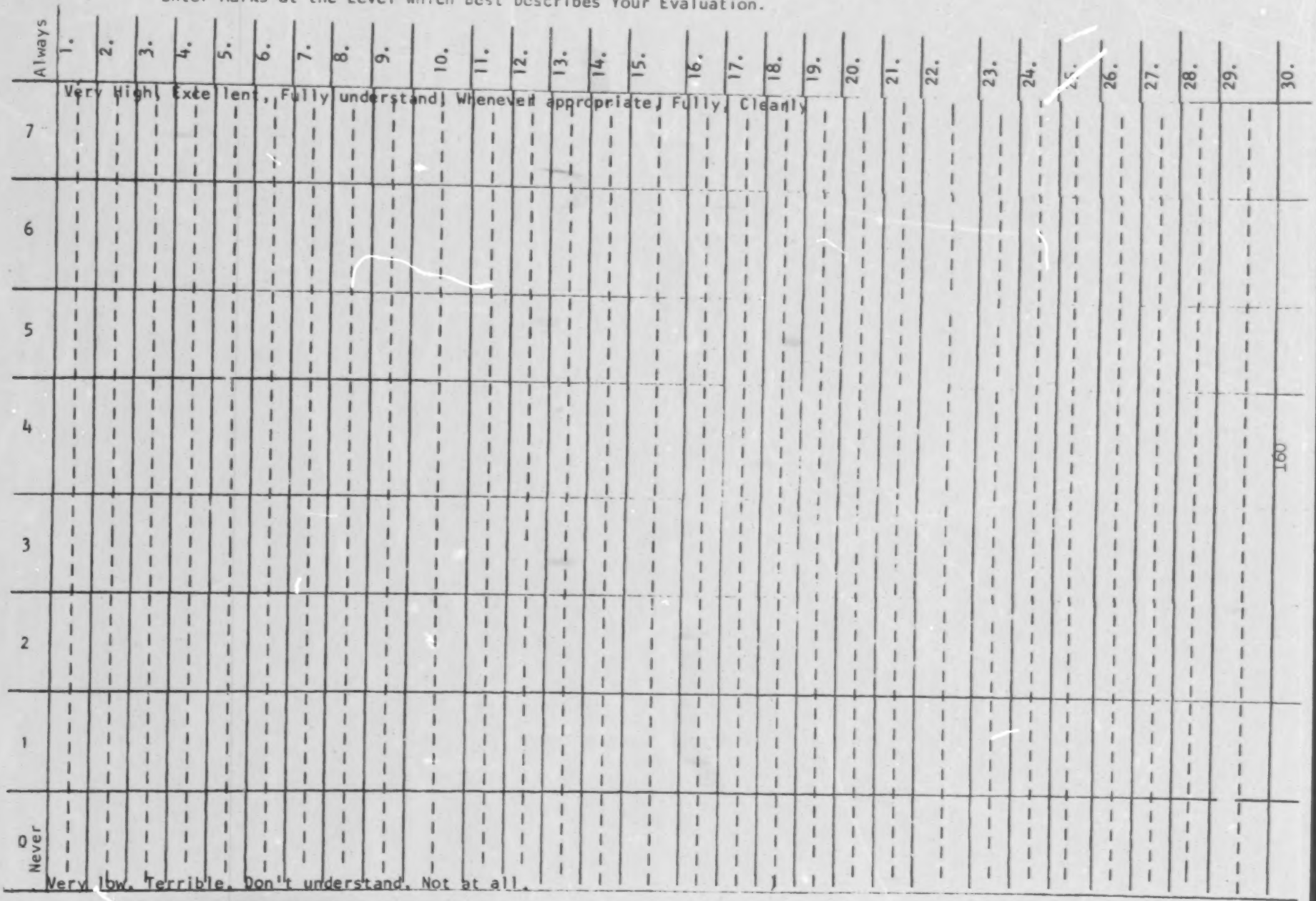
28. I recognize when effective communication is taking place

29. I have a clear picture of the strengths and of the weaknesses of my communication pattern

30. Check one:
- ☐ I feel satisfied with my communication pattern
- ☐ I need to work on the following aspects of my communication pattern:
  1)
  2)
  3)

My action plan for working on each aspect listed is:

Grid Sheet to Record Responses to CARE Items.
Enter Marks at the Level Which Best Describes Your Evaluation.



OUTCOME VI SUBJECT English

ELEMENT Appreciations and Attitudes GRADE LEVEL 11 - 12

ACTIVITY: Conflict and Tension

PURPOSE: This activity is designed to allow students to project themselves into a conflict situation so that they can identify how well they handle conflict and can then relate management of conflict to possible success in the world of work. It will be most effective as a follow-up to a planned English assignment which centers on conflict and strong interaction (i.e., short story, novel, play).

MATERIALS: Cartoons such as the ones supplied in The 1972 Annual Handbook for Group Facilitators[45] can be used for this activity.

PROCEDURE: The leader will initiate the activity by distributing copies of a selected cartoon and by instructing students to fill in the blank bubble(s) with the first response which comes to mind. The leader will suggest that those reactions which come to mind immediately are probably the best reactions to write in the empty bubble. The leader will then ask students to examine and list in brief phrases all the assumptions they made about the cartoon situations The leader will then ask students to share, either in small groups or in the total group, the responses they wrote and the assumptions they made. During group discussion, the leader will instruct students to pay particular attention to the assumptions made and to challenge those they feel are unjustified. Finally, the leader will draw attention to the fact that the world of work involves a variety of interpersonal relationships and many conflict situations.

EVALUATION: The leader may evaluate the activity by observing class response and interaction or by using an evaluation sheet which asks students to complete the sentence: "Today I learned that ....."

ADDITIONAL SUGGESTIONS: The leader will realize that any one of the cartoons usually supplies enough material for at least one class period. This activity can also be adapted to Social Studeies or Behavioral Science classes in connection with lessons focusing on conflict situations.

OUTCOME VI SUBJECT Foreign Languages

ELEMENT Appreciations and Attitudes GRADE LEEEL 9 - 12

ACTIVITY: I'm Beginning to See

PURPOSE: The bi-lingual student should be provided with an opportunity both to examine factors which might influence his career choice, as well as to gain understanding of individual differences and how they affect career choices. "I'm Beginning to See" offers just such an opportunity.

MATERIALS: No special materials are required for this activity except the students themselves.

PROCEDURE: The leader will ask five or six (5 or 6) student volunteers to be members of a discussion group and respond to the following questions: What person has influenced you the most in your life? What type of activities do you enjoy doing? What type of activities do you spend most of your time doing? Questions will be asked and responses given in the appropriate foreign language. The leader will function as the panel facilitator; one question is asked at a time, and every student will answer it before the panel moves on to the next question. When all the questions have been answered, one student will volunteer to turn his chair around so that his back is to the group. The rest of the class will then suggest careers in foreign language areas for the particular student, based on that student's answers to the above questions.

After suggestions have been made by the members of the class, the lone member will then respond in terms of what occupation he feels suited for; he will generally discuss the pro's and con's of why he does or does not see himself working in some careers his classmates suggest for him. Every member of the panel group will go through this procedure. In this way, the class can see how individual differences affect career choices.

EVALUATION: The leader will observe the total class involvement and then conduct class discussions designed to measure how much students have gained from participation in the activity.

ADDITIONAL SUGGESTIONS: This activity can be adjusted for use in any curriculum area.

OUTCOME VI SUBJECT Home Economics

ELEMENT Appreciations and Attitudes GRADE LEVEL 9 - 12

ACTIVITY: Clothing Design and Personality

PURPOSE: This activity may serve as an introduction to sewing or clothing design. It is intended to make students aware and appreciative of individual differences in life style, personality, and taste.

MATERIALS: The writing activities will require pencils and paper. Drawing pads or drawing paper along with crayons, colored pencils, or water colors will be used for designing. A wide variety of material scraps will be useful as students decide upon colors, textures and patterns for the clothing they design.

PROCEDURE: As an introduction, the leader will conduct a discussion of famous personalities and how they dress. The leader may wish to include the following questions: "What can we tell about this person's personality from the way she dresses? Why do you suppose this person chooses bright (or dull) colors? From the types of clothes this person wears, what guesses can we make about his life-style?" Next, the leader will pair off the students, being careful to avoid placing close friends together. On a sheet of paper, each student will be asked to comment on the following: 1) "What I like about myself; 2) What I don't like about myself; 3) What I'd like to change about myself." On the back of the paper, the student will be asked to write down a list of all the things she knows about her partner's personality, life-style and tastes. The leader will instruct the students to compare notes with their partners.

For the following two to five class sessions, the students will design clothes for their partners based on the information that they have gained from each other during the previous activity. For example, if a shy girl wishes to become more aggressive, her partner may design clothes for her with brighter colors; or if the student is the athletic type, her partner could design clothes with simple lines and wash-and-wear fabrics. Using scraps of materials, the partners should decide together which textures, fabrics, colors and designs are most appealing to them and why. The student will also make suggestions to her partner as to the types of material that look best on her. Finally, the leader will supervise students as they compare clothing designs. The leader may ask each student, concerning the partner's designs: "Do these designs appeal to you? Do you think this design will look well on you? Does this design fit your personality and life-style?"

EVALUATION: The leader can ask the students to list all of the information they have learned about their partners and about themselves.

ADDITIONAL SUGGESTIONS: This same type of activity could be done with a unit or class in interior decorating. Students could design rooms for their partners.

If possible, a dress designer would be valuable as a resource speaker.

OUTCOME VI SUBJECT Home Economics

ELEMENT Appreciations and Attitudes GRADE LEVEL 9 - 12

ACTIVITY: I Spy

PURPOSE: Students will be able to identify, through observation techniques, the various elements of purposive behavior.

MATERIALS: The materials needed for this activity include paper and pencil, the purposive behavior chart (sometimes called the "Child's Mistaken Goals" chart), the availability of a play-school or kindergarten class for observation, and multiple copies of Psychology in the Classroom, Discipline Without Tears, and Maintaining Sanity in the Classroom.[46]

PROCEDURE: To introduce this activity, the leader will discuss with the class the meaning and elements of purposive behavior, as outlined in any of the sources included under Materials. A class discussion, identifying examples of behavior fitting each element of purposive behavior (attention-getting, power, revenge, and assumed disability), will follow the leader's presentation. Each student will then visit the kindergarten classroom, choose one child to observe, and note on a chart prepared by the class the child's various behaviors and their appropriate goal or element orientation. Following the student observations, the leader will guide a summary discussion on purposive behavior; at this time, the leader will also ask for student reactions to the activity.

EVALUATION: Each student will write a paragraph about the child and the elements of purposive behavior he has observed.

ADDITIONAL SUGGESTIONS: Bulletin board sized charts on purposive behavior are available on loan from the Pima County Developmental Career Guidance Project, Tucson, Arizona.

OUTCOME VI SUBJECT Industrial Arts

ELEMENT Appreciations and Attitudes GRADE LEVEL 9 - 12

ACTIVITY: Learning to Work Together

PURPOSE: The purpose of this activity is to encourage students to think about their responsibilities to themselves and others (when accepting a task or job) and to place these students in an actual work situation that will require working together to complete an assignment or project.

MATERIALS: The leader will prepare a hand-out listing possible projects that the class could do in small groups or as a total class. The leader will use one project as an example and outline a procedure which the class could follow for any of the projects.

PROCEDURE: The leader of this activity will explain to the class what the purpose of the exercise is and why it is included in the course. The leader will next relate the activity to the world of work, allowing students to roleplay "real life" situations that might occur when individuals must work together to accomplish some task. The students will then determine whether they want to divide into small groups and each work group produce a task or project or whether they want the whole class to take a project and set it up on an assembly line basis. The exact procedure can vary, as long as the students work together to produce the final project or task.

When the assignment is completed (in two weeks or more), each group will write an evaluation citing problems they encountered; i.e., personality conflicts; laziness or lack of efficiency on the part of some workers and the effect on the total project; means by which individuals worked out their problem areas. As the group members look back on the assignment, they can likewise determine what they would do differently and why.

EVALUATION: Evaluation can be accomplished by group sharing regarding what was accomplished and whether the activity was worth the time spent.

ADDITIONAL SUGGESTIONS: Once the projects are completed, the class can display them in the school lobby, library or Industrial Arts Department.

The leader may also want to invite an appropriate guest speaker to discuss group communication/group involvement with the class.

OUTCOME VI SUBJECT Math

ELEMENT Appreciations and Attitudes GRADE LEVEL 9 - 12

ACTIVITY: Helping Others

PURPOSE: This activity is designed so that student leaders of small groups can recognize that working with others to learn math concepts requires tolerance and recognition of individual differences.

MATERIALS: NONE

PROCEDURE: The leader will discuss with the students the concept of working together to learn math concepts. He will stress how students can be of great help to each other in the learning process. The leader will then select students who are more advanced and ask them to spend time in class working with small groups, sharing and helping those who need special assistance, thus releasing the teacher to give more individual help. These student group leaders, however, should be volunteers.

Once the group leaders have been assigned, the small groups will be given their math assignments by the leader who, with help from the small group leaders, will check and return the work to the small groups for discussion.

These group leaders, then, will get together from time to time with the leader either before or after school to solve problems they are having in working with their groups.

EVALUATION: The leader will assign each group leader to write a paragraph commenting on the value of the experience as he individually perceives it. The leader will then meet with the group leaders and discuss their comments and experiences. The other group members will have a similar option.

ADDITONAL SUGGESTIONS: Small group assignments can include research into and discussion of math-related jobs. They can also concentrate on analyzing the group process and the effectiveness of the particular group in question; this analysis can then be extended to group participation in the world of work.

The success of this approach hinges on the appropriate selection of group leaders.

OUTCOME VI SUBJECT Physical Education

ELEMENT Appreciations and Attitudes GRADE LEVEL 9 - 10

ACTIVITY: The World of Work Within the World of Play

PURPOSE: The purpose of this activity is to help participants understand how work and leisure qualities can be combined when assuming social responsibility.

MATERIALS: The group leader will need all the equipment pertinent to the competitive team games he selects. Recommended team games are volleyball, field hockey, softball, basketball, tennis, badminton, water polo. Rulebooks, whistles, etc., must be available for those students assuming the roles of official, coach, linesman, scorekeeper, and timekeeper.

PROCEDURE: The activity leader will assign the game to be played, as well as the playing and working roles to be assumed. Each student will then take some role in the activity. In a set amount of time, everyone will rotate duties and assume another role in the activity. The leader will continue the work/play rotation, until each student has played a variety of roles within the competivive game situation. After this work/play period, the activity leader and the group will discuss first the contribution of each role -- whether a player or worker role -- and then how the entire situation compares to the world of work.

EVALUATION: The group leader through discussion will evaluate the group members' ability to recognize responsibilities to themselves and others when accepting a job in a play situation. It will not be difficult to observe the tolerance demonstrated in interpersonal relationships, as well as the cooperation of team members.

ADDITIONAL SUGGESTIONS: A guest speaker, who is a member of a professional team, would be a valuable resource for this activity.

OUTCOME VI SUBJECT Reading

ELEMENT Appreciations and Attitudes GRADE LEVEL 9

ACTIVITY: What Am I All About?

PURPOSE: Examining individual differences is one way to introduce students to the concept of their own values and how they use them. This activity is designed to precede the activity "Patterns" in which they will use reading skills to determine some values relative to other people.

MATERIALS: The items to be used may be taken from Values Clarification: Strategy #4, pp. 62-75.[47]

PROCEDURE: The leader will prepare the class by explaining that the questions to be asked will require them to look into themselves, to examine what is or is not important to them (their values). The leader will then ask the students to rank the answers to these questions according to their own values. Following individual ranking, the leader will then discuss with tne class as a whole or in small groups why these choices were made and what the significance of them might be.

EVALUATION: Student participation as observed by the leader will be the basis for evaluation.

ADDITIONAL SUGGESTIONS: As noted previously, this activity is designed to precede the activity "Patterns", taken from the Search for Values kit and found in this handbook. It need not be used as presented, or in its entirety. In fact, selected items may be used, or the students may design an instrument of their own. This activity can also be used in English class, social studies, or wherever helpful.

OUTCOME VI SUBJECT Reading

ELEMENT Appreciations and Attitudes GRADE LEVEL 9

ACTIVITY: Patterns

PURPOSE: The purpose of this activity is to develop a student's understanding of himself and others, as well as to assist him in learning how to analyze characters in a reading assignment.

MATERIALS: The worksheets "One More Step" and "Patterns" taken from the Search for Values kit are the materials needed for this activity.[48]

PROCEDURE: The leader will introduce the activity with a class discussion about individual differences, emphasizing such aspects as appearance, beliefs, character traits, etc. Following the discussion, the leader will divide the class into pairs and distribute two copies of the worksheet "Patterns" to each individual, who will first rate himself by circling the qualities that pertain to him and then rate his partner in the same manner. The sheets will then be exchanged, so that each student can compare his evaluation of himself with that of his partner. The leader will then distribute the worksheet "One More Step" and ask students to complete it. Following this activity, the leader will ask the students to apply these same tools to a reading assignment, which stresses characterization.

EVALUATION: Student participation as observed by the leader will be the basis for evaluation.

ADDITIONAL SUGGESTIONS: Students may again work in pairs in the reading assignment; they can thus individually analyze the character(s) in the reading assignment and then compare their findings with each other.

OUTCOME VI SUBJECT Science

ELEMENT Appreciations and Attitudes GRADE LEVEL 10 - 12

ACTIVITY: Make the Difference Count

PURPOSE: The basic objective in this case is to make clear to students that science as a general discipline is not monolithic, but rather that it offers an ever-widening range of opportunities to discover information about themselves as human beings and about the variety of science-related careers. The students should become aware that (1) there are various individual differences in people, even if they are all "scientists"; (2) these differences have a distinct effect upon career decisions; and (3) it is necessary and worthwhile to investigate one's own individual characteristics.

MATERIALS: A number of activities will effect the purpose stated above, activities which require an overhead projector and screen, as well as selected perception puzzles. The paperback book, Mind Benders, is a possible source for these puzzles. (McGraw-Hill Pub. Co.)

PROCEDURE: In one activity, the leader will moderate group discussion -- first large, and then small group discussions. In the large-group discussion, the emphasis will center on the presentation of information about basic concepts regarding individual differences. In the small-group discussions, the emphasis will be on how individual differences affect career decisions.

In another activity which is a logical extension of the preceding one, the leader will make a brief presentation concerning concepts arrived at through the group discussions on individual differences, but stressing the following themes: (1) the commonality of all human beings and (2) the characteristics which make each person unique. Some of the characteristics which might be included are motivation, physical qualities, creativity, social interactions, maturity, reliability, interests, stability, integrity, and conscientiousness.

In the third activity, using perception puzzles on an overhead projector, the leader will give the class a "fun quiz" to demonstrate that everyone views things differently. The results of the quiz will be discussed with the class as a whole, with the leader pointing out how different individuals perceived the puzzles differently. The leader will also explain how different perceptions of the same thing can affect various decisions -- decisions about one's self, about other people, about school, and about careers.

Yet another activity calls for dividing the class into small work groups. Each group will generate a list of personal characteristics on which students of science may show marked differences. Each group will report its findings to the class as a whole; and a master list of these characteristics will be developed on the chalk board, with the leader categorizing them under major scientific headings.

Each group will then be assigned one or more major scientific headings and asked to discuss how the different personal characteristics under each might affect one's scientific choices in school and eventually one's career choice(s). Following the discussion, each group will report its findings to the entire class, and a general class discussion will be held. At this time, the leader will emphasize the important role that personal characteristics play in determining not only educational direction in science, but also job satisfaction and success.

EVALUATION: The key to evaluation is the leader's observation of the degree (how many, how much, to what depth) of student involvement in the group discussions -- both large and small.

ADDITIONAL SUGGESTIONS: The leader should explain to the class how the Guidance Department in the school can help a student of science explore his own personal characteristics by discussing with him his test scores, his educational goals, his career plans, and other important questions he might have. In fact, the class might visit the Career Information Center at the school to research various science-career areas.

Or, the leader can have students write brief papers on the distinction between job satisfaction and job success. (This distinction could also be covered in class discussion.)

Or, the personnel manager of a local business or plant could be invited to reveal what personal characteristics he looks for in a job applicant.

Or, there are numerous useful films available which deal with perception. Two examples are "The Eye of the Beholder" (University of Arizona Visual Aid Department) and "Perception" (Appleton-Century-Crofts Film Library).

OUTCOME VI SUBJECT Social Studies

ELEMENT Appreciations and Attitudes GRADE LEVEL 9 - 12

ATTIVITY: An Environmental Values Continuum

PURPOSE: The values continuum serves to open up the range of possible alternatives on any given issue. Through this activity, students begin to realize the many shades of gray on most issues, instead of seeing only the extremes of these issues. When participating in a values continuum related to environmental concerns, students can publicly affirm their opinions and beliefs on various environmental issues.

MATERIALS: For further information and reference to values continuums, the leader may refer to and use Values Clarification.[49]

PROCEDURE: An environmental issue is identified by either the leader and/or the class. (For examples, the leader may see the attached list of continuums. An issue may have presented itself during a class discussion, or it may have been prepared beforehand by the leader.)

The leader begins the activity by drawing a line on the chalk board, and he and/or the class determine two polar positions on the issue. The leader then marks a series of points along the continuum. He next asks each student to go to the board in turn, place his name on one of the marks on the continuum, and thus indicate his position on the given issue. After marking his position, the student will explain to the class some of his reasons for selecting that position. It is suggested that the leader also put his own name on the line and explain what his position is, but both the students and the leader have the option to pass on any issue. Discussion will occur as each student explains his position on an issue.

EVALUATION: Student participation as observed by the leader will be the basis for evaluation.

ADDITIONAL SUGGESTIONS: A values continuum can be used to expose student opinions on issues such as: (a) the women's movement, (B) the Black, Chicano, or Indian movement, (c) racial prejudice, (d) forms of government, (e) social causes, and (f) attitudes about jobs, supervision, rules, etc.

Instead of drawing a line on a chalk board for the continuum, an imagnnary line stretching the length of the classroom can be established with chairs designating the ends and the middle of the continuum.

A values continuum can be developed for any subject area where students' positions on an issue are to be identified.

Example Issues for Environmental Value Continuums:

What is your position on these value links?

RETURNABLE RON	NO-DEPOSIT NORRIS
He uses only returnable containers and will not eat or drink anything that comes in a throw-away container.	He uses only non-returnable containers because he thinks that returnables are too much trouble to take back.
BIKE-RIDING BETTY	**MOTORING MABEL**
She doesn't use any vehicles that pollute the air and therefore rides her bike to work 40 miles.	She uses motor vehicles every chance she gets. She even retrieves the evening paper by taking the car down the driveway of her home.
PURE-AIR PAUL	**POLLUTED POLLY**
He is so opposed to air pollution that he takes short breaths so he won't add as much carbon dioxide to the air.	She is so uncaring about air pollution that she burns cigarettes for incense.
LET-LIVE LARRY	**PESTICIDE PETE**
He is so against any type of pesticide that he allows mosquitoes to bite him rather than swat them.	He uses pesticides so freely that he sprays his house and back yard daily to get rid of insects.

OUTCOME VI SUBJECT Social Studies

ELEMENT Appreciations and Attitudes GRADE LEVEL 9 - 12

ACTIVITY: Student Opinions

PURPOSE: This activity adapted from Values Clarification is designed for use with a class that is thinking too narrowly and unimaginatively about an issue that has come up within the context of a social studies course.[50]

MATERIALS: No particular materials are needed for this activity.

PROCEDURE: The leader will begin the activity by dividing the class into groups of five or six. Each group will choose or be assigned a controversial issue, such as pollution control, welfare, distribution of wealth, college entrance requirements, grading systems, etc. The group members will then decide which of five or six possible positions (i.e., ultra-conservative, conservative, moderate, liberal, radical or revolutionary) the individuals hold. Then each student within the group will choose a position -- different from his own -- and write a paragraph defending it. When the procedure has been completed, the members will share their paragraphs, as well as reveal their own positions on the issue.

EVALUATION: The leader will have the groups evaluate the activity and present their opinions to the class.

ADDITIONAL SUGGESTIONS: Follow-up discussion topics could be as follows: "How easy or how difficult was it for you to allow other people to have opinions different from your own?""How does this influence your interpersonal relationships?""How could this affect you in the future?"

OUTCOME VI

SUBJECT Social Studies (American Problems)

ELEMENT Appreciations and Attidudes

GRADE LEVEL 12

ACTIVITY: Where Do I Draw the Line?

PURPOSE: The purpose of this activity is to place students in a situation where they may clarify their own values on specific political and social issues.

MATERIALS: The leader may distiibute a list of sample "issues"; students should be invited to revise the issues or to add their own. (See sample format below.)

SAMPLE -- "Where Do I Draw the Line?"

---on what age people should vote?
---on the maximum each candidate could spend on his campaign?
---on what would compromise national security?
---on how truthful a candidate should be?
---on restriciting the use of cars to control pollution?
---on how many women should be senators?
---on the seniority system of Congress?

PROCEDURE: The leader will introduce the activity and the sample list of issues with a statement such as the following: "Each of us probably has a point where we draw the line; that is, a point no one can push us beyond. It can be fun, as well as enlightening, to ask ourselves where we would draw the line on certain issues." The leader will then refer to the sample list and ask the students to individually jot down "where they draw the line". The leader will then divide the class members into groups of 5-7 and ask them to discuss these issues and share their experiences with the group. The leader should establish the following two ground rules for this exercise: 1) He should make sure that all students understand that there are no right and wrong answers to most of the issues raised. Focus should be on the process of valuing, rather than upon one set of right values. 2) He should anticipate and expect a certain amount of humor, flipness, etc. on the part of some. The serious side will emerge as the activity continues. To conclude the activity, the leader will ask the entire class to discuss the value of the activity.

EVALUATION: The leader may evaluate by observation or by asking students to write an "I learned...." paragraph about the exercise.

ADDITIONAL SUGGESTION: Another activity, which may be used in conjunction with this activity is "If Situations". The leader introduces to the class a series of "if situations" (i.e., If you were an American Indian, for whom would you vote? If you were an unemployed technician --- engineer, teacher, etc.?, what would you want the candidates to be saying? If you could get 10 minutes on national TV, what would you advocate? If not one went to the polls..... If someone offered you $100 to change your vote....) and asks the students first to react honestly to them and then to share their reactions with the group. Both "Where Do I Draw the Line" and "If Situations" are based on Sidney Simon's valuing ideas.[51]

Both activities can be springboards for the discussion of job clusters relating to political and social concerns.

OUTCOME VI

SUBJECT Special Activities

ELEMENT Appreciations and Attitudes

GRADE LEVEL 9-12

ACTIVITY: 24 Hours

PURPOSE: Learning can happen anytime, anyplace. This activity is designed to help students realize that learning is continuous.

MATERIALS: The raw materials needed are students, pen, paper, any reading material the students feel they need or wish to use and one open, feeling leader.

PROCEDURE: For best results, this activity should be handled in small groups (5-7), and voluntary participation is desirable. To participate the students will answer the following questions posed by the leader of the activity:

1. What was the last thing you learned; or discovered; or realized? (This is NOT limited to school hours or to academic learning.)
2. To which of the following areas does it relate?
   (a) academic
   (b) personal
   (c) social
   (d) skills
3. Does it relate to more than one area?
4. Will you change in any way because of this learning?
5. How will you use the knowledge?

Discussion can and should take place within the small groups anytime any of the participants feel the need to comment. After the questions have been answered, the leader (who could be one of the students) will conduct a discussion relative to the students' answers and to the current reactions of the students.

EVALUATION: Leader observation provides evaluation of student participation.

ADDITIONAL SUGGESTIONS: This activity is applicable to any class or subject area.

OUTCOME VI SUBJECT Special Activities

ELEMENT Appreciations and Attitudes GRADE LEVEL 10 - 12

ACTIVITY: Values of Self

PURPOSE: The purpose of this activity is to analyze personal values in a non-threatening environment, in order to identify occupations in which employers hold similar values.

MATERIALS: The leader will collect one set of the following items for each small group participating: dollar bill, TV Guide, vitamin pill, toy gun, car key, text book, any religious symbol such as a cross or halo, and a miniature American flag.

PROCEDURE: The leader will ask the class to define the term, "value"; as the students are defining the term, he will emphasize what a value is NOT (i.e. it is NOT good or bad in itself; it does NOT have to be shared by all; it does NOT carry the same importance for all who share it; etc.). Following this initial discussion, the leader will ask the group to break up into small groups of 5 to 7 people. Each group will be given the set of objects listed under MATERIALS. Each group will then examine the set of objects and agree on what value each object symbolizes for their group (i.e., flag = patriotism; dollar bill = money; gun = violence). After the group decision has been made, each individual will list the objects according to his own value hierarchy. Next, each group will reach some agreement regarding the order for the set of objects. Finally, the leader will guide a concluding discussion with the entire class, encouraging the students to suggest occupations which might be selected by individuals who hold each of the symbols in highest esteem.

EVALUATION: Following the activity, the leader will direct the students to list as many of the objects as they can that might be held in highest esteem by workers in various occupations; particular jobs may come from the previous discussion.

ADDITIONAL SUGGESTIONS: If the groups cannot agree on an order for the set of objects, the leader will conclude the activity by discussing with the class members how their values differed from each other and how they might likewise differ from their employer's.

This activity can be used in any subject area; items more specifically relevant to the subject matter of a particular class can be substituted.

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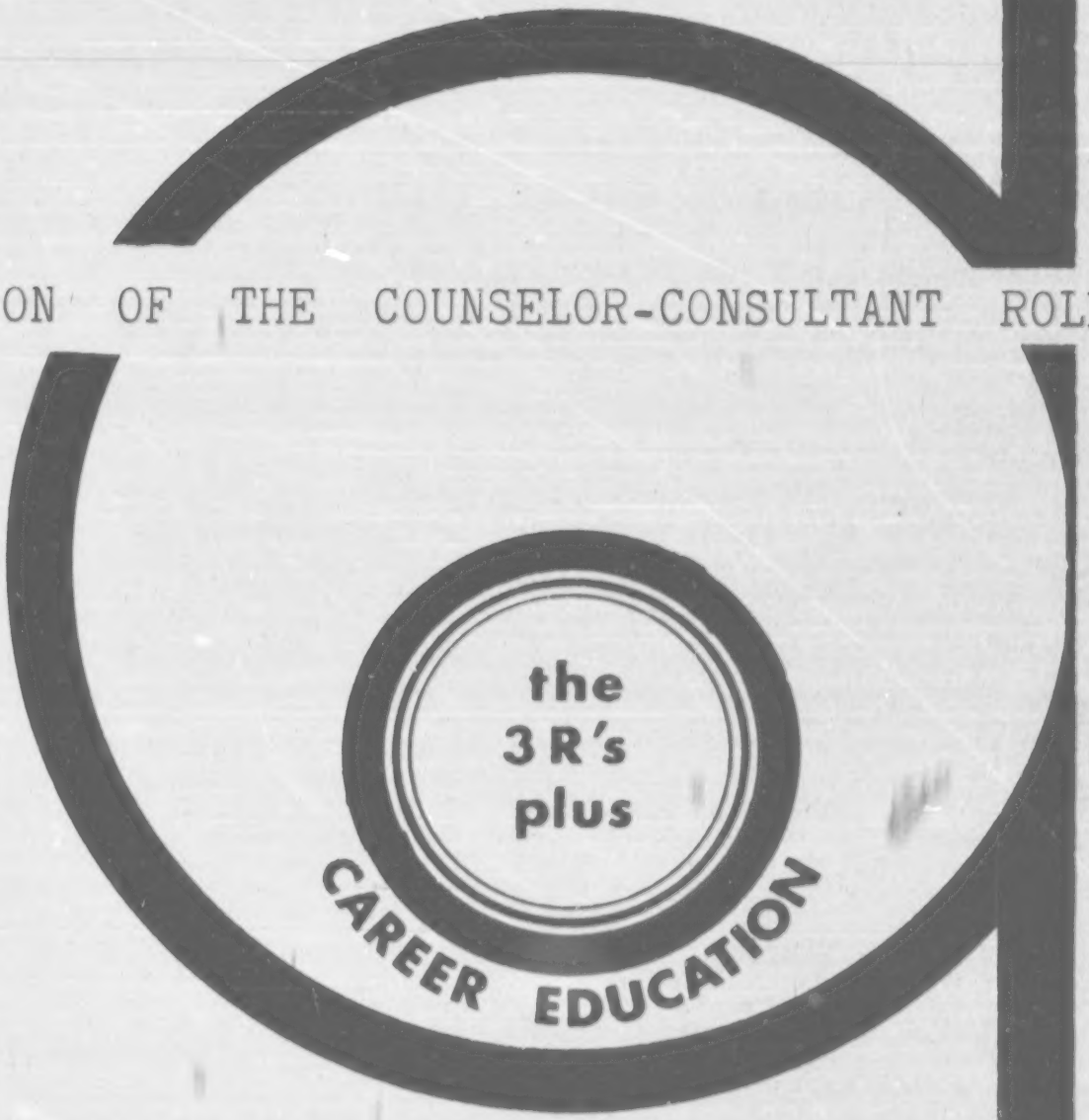
EVALUATION OF THE COUNSELOR-CONSULTANT ROLE



EVALUATION OF THE COUNSELOR-CONSULTANT ROLE FOR INCREASED EFFECTIVENESS

I INTRODUCTION

In general, evaluation refers to the analysis of results in order to determine the value and worth of the activity which caused these results. To the practitioner whose efforts are being evaluated, "evaluation" is often a frightening and threatening term. But this need not be the case, as evaluation can be one of the most useful tools which the practitioner may employ to enhance his effectiveness.

It should be made clear, however, that the goal of evaluation is to provide one with objective information which serves to:

1) Demonstrate -- objectively -- what observed effects were produced by the activity (and which observed effects were produced by some other source).
2) Assess the relative effects of a variety of different activity efforts. (i.e., what efforts work better than others; and under what circumstances).
3) Provide a basis upon which one may better explain the processes and factors which produced the observed results.
4) Provide a rationale for predicting future outcomes.
5) Present the practioner with the relevant information necessary for making changes and redirecting efforts to further enhance the effectiveness of his efforts.

In an evaluation research effort merely provides a thumbs-up or thumbs-down decision, it is not an evaluation . . . but rather a "judgment", which provides little information for increasing a program's effectiveness. What follows in this section of the Handbook is an evaluation procedure which is aimed at assisting the counselor-consultant in examining and sharpening his effectiveness in the counselor-consultant role.

II AREAS OF COUNSELOR-CONSULTANT IMPACT

There are three major areas in which counselor-consultants may assess the performance of the role(s) they play in a school. With the kind of information each could provide for assessing and redirecting efforts, these areas may be categorized as follows:

1) ADMINISTRATORS

   a) How aware are the administrators of the services you can and do provide?
   b) How do they define your role?

c) How satisfied are they with the role you perform?
d) What suggestions can they offer you to better perform your role?
e) Can you provide for what they consider student/teacher needs which they aren't aware of?

2) TEACHERS

a) Are the teachers aware of the services you can offer them as a counselor-consultant?
b) How do teachers define your role?
c) How satisfied are the teachers with your services?
d) What suggestions can they offer you to better assist them?
e) How often do teachers seek out your counselor-consultant services?
f) What is your effect upon students, as the teacher sees it?

3) STUDENTS

a) What are student attitudes toward your role?
b) What student needs can best be provided for by the counselor-consulatnt role?
c) When and why do students make use of the counselor-consultant role? OR, why don't they?
d) What are student attitudes toward teacher utilization of counselor-consultant services?
e) What suggestions can they offer you, so you can better provide for their need ?

These are, of course, only a very few of the questions which might assist a counselor-consultant in evaluating his role. But, regardless of the specific questions, a very general, but most important consideration would be: "What changes in attitudes, needs, suggestions, etc. occur after I have made efforts to meet their needs through my role as counselor-consultant?" And from these changes, how and what modifications would be necessary to increase the effectiveness of the role of counselor-consultant ?

III SAMPLES OF INSTRUMENTS you might use to evaluate your role are included on the following pages. Instructions and compatible materials are also provided which will assist you in tabulating the results of the student information. These are, of course, only sample ideas which may or may not be workable in your specific situation. Use them, adapt them or develop your own instuments, so that you will have some means of examining your effectiveness!

ADMINISTRATOR INFORMATION QUESTIONNAIRE

1 Have you had personal contact with the counselor during the current school year?

a) yes b) no

2 Based on your personal observations, what would you consider to be the involvement of both students and teachers with the counselor? (check appropriate box)

GREAT TEACHER INVOLVEMENT ——— LITTLE OR NO TEACHER INVOLVEMENT

GREAT STUDENT INVOLVEMENT ——— LITTLE OR NO STUDENT INVOLVEMENT

COMMENTS:

3 How satisfied are you with the counselor related activities in your school?

VERY SATISFIED ——— VERY DISSATISFIED

COMMENTS:

4 Briefly state what you feel the role of the counselor should be in your school.

5 Are there any counselor activities which you feel should be expanded? (explain)

6 Are there any counselor activities that you feel can be reduced? (explain)

7 Have either students or teachers related favorable or unfavorable comments to you regarding counselor activities? If so, what was the nature of these?

TEACHER INFORMATION QUESTIONNAIRE

1 Have you had any personal contact with the counselor during the current school year? a) yes b) no
If yes, approximately how many times? _____
Was this on a regular basis (i.e. monthly, weekly, etc.)? yes____ no____

2 In which of the following areas have you received help or materials from the career development counselor? (check each one that applies)

____a Setting up field trips for students
____b Locating resource speakers for the class
____c Obtaining materials for the career discussions
____d Teaching a class on career possibilities
____e Establishing extra-curricular programs
____f Receiving occupation information at faculty meetings
____g Other: (explain briefly)

3 For the activities checked above, please describe briefly the help or materials which the career development counselor gave you.

_____

_____

_____

_____

4 How would you rate the services which you have received from the career development counselor? (check one) ____not applicable

____a excellent ____b good ____c average ____d fair ____e poor

Briefly explain why you feel this way. _____

_____

5 What suggestions could you offer the counselor for future career activities during the next school year? _____

_____

_____

6 Provide a brief statement as to how you personally define the role of counselor in your school. _____

_____

_____

7 What services could the counselor provide you with that you feel would be helpful? _____

_____

_____

STUDENT INFORMATION QUESTIONNAIRE

INSTRUCTIONS: This is not a test. It is a questionnaire which will provide information so that your school can better provide for your needs. DO NOT sign your name. Please answer all the questions.

(check one) MALE____ FEMALE____

1 As you personally see it, what does the counselor do?

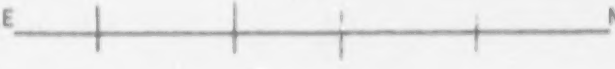
2 In what ways can the counselor be of service to you?

3 How available is the counselor for you to see and use?

a) IN CLASS:

VERY AVAILABLE NOT AVAILABLE

b) OUT OF CLASS:

VERY AVAILABLE  NOT AVAILABLE

COMMENTS:

4 How many times have you seen the counselor? In class____ In private____

COMMENTS:

5 What was the nature of your contact or interaction with the counselor?
a) In class:

b) In private:

COMMENTS:

6 How adequately does the counselor provide for your needs?

VERY ADEQUATE LITTLE OR NO HELP AT ALL

COMMENTS: (what was the nature of your need?)

7 In general, how satisfied are you with the counselor's role and activities in your school?

VERY SATISFIED VERY DISSATISFIED

COMMENTS:

(Student Questionnaire continued)

8 How could the counselor better provide for student and teacher needs?

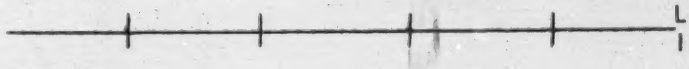
a) In class:

b) Out of class:

COMMENTS:

9 As you see it, to what extent does the teacher use the counselor's services?

USES THE COUNSELOR'S SERVICES & ACTIVITIES VERY OFTEN — VERY LITTLE IF AT ALL



How beneficial do you find this to you personally?

VERY BENEFICIAL TO ME — NOT VERY BENEFICIAL TO ME

How beneficial is this to the class as a whole?

VERY BENEFICIAL — NOT BENEFICIAL

10 How might the counselor be of better service to:

a) Your teacher:

b) Your class as a whole:

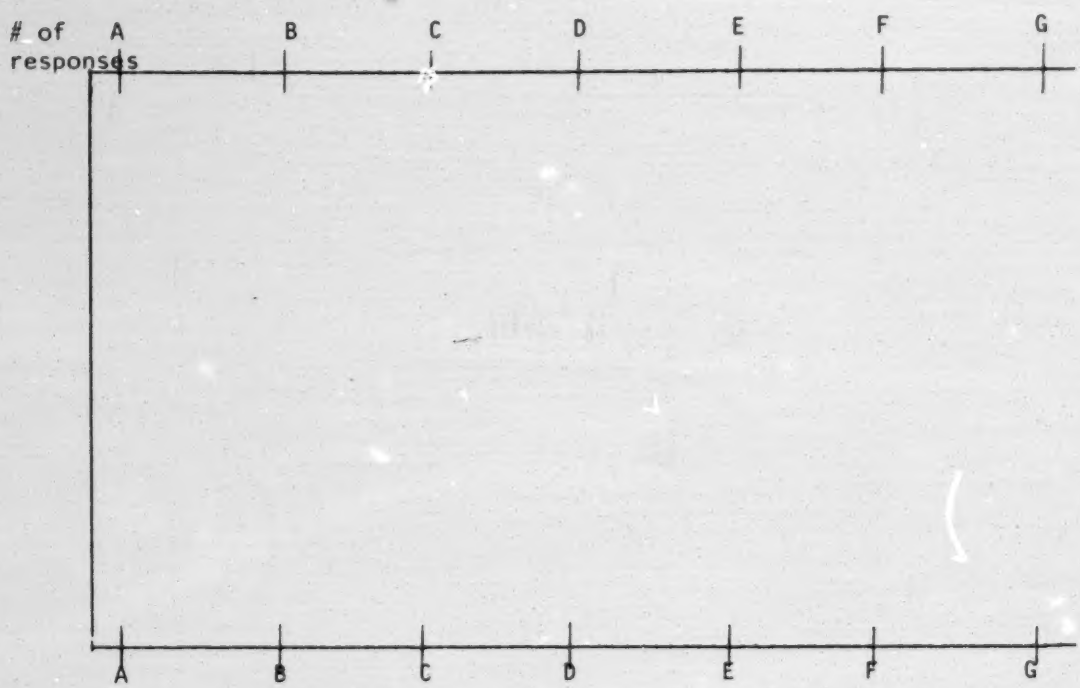
c) The subject area of this class:

d) You

TABULATION FORM FOR STUDENT
INFORMATION QUESTIONNAIRE

QUESTION 1 on form: (place a mark in the appropriate category (ies) based on the theme (s) of each student's answer).

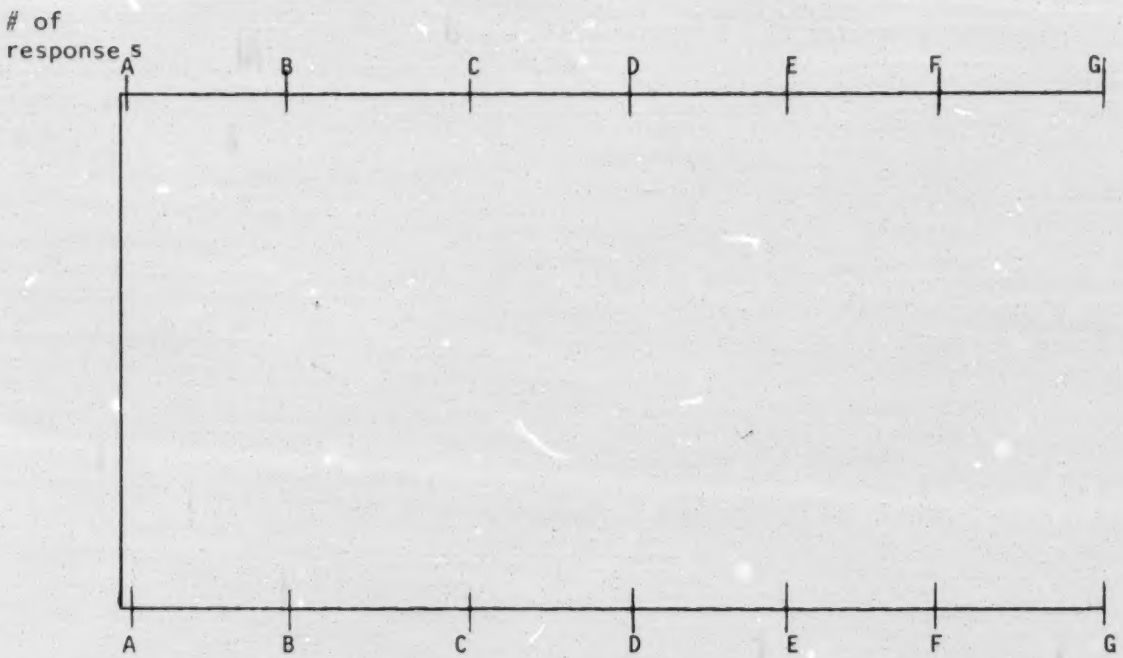
		COUNT	TOTALS
a)	Personal problem solving	_____	_____(a
b)	College/University information	_____	_____(b
c)	Occupational information	_____	_____(c
d)	Scheduling (registration/ class changes)	_____	_____(d
e)	Interest/Aptitude feedback	_____	_____(e
f)	Educational assistance	_____	_____(f
g)	Personal growth	_____	_____(g



TABULATION FORM FOR STUDENT
INFORMATION QUESTIONNAIRE

QUESTION II on form: (place a mark in the appropriate category (ies) based on the theme(s) of each student's answer).

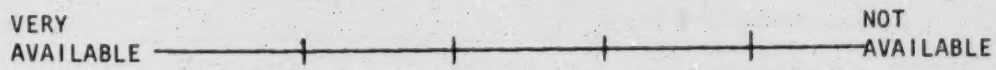
	COUNT	TOTALS
a) Personal problem solving	_____	_____(a
b) College/University inf	_____	_____(b
c) Occupational informa	_____	_____(c
d) Scheduling (registr class cha	_____	_____(d
e) Interest/Aptitude feedbac	_____	_____(e
f) Educational assistance	_____	_____(f
g) Personal growth	_____	_____(g



QUESTION III on form: (indicate the number of responses per box).

a) AVAILABILITY IN CLASS:

b) AVAILABILITY OUT OF CLASS:



QUESTION IV on form: NUMBER OF TIMES SEEN COUNSELOR:

IN CLASS: _____ TOTAL _____

IN PRIVATE: _____ _____

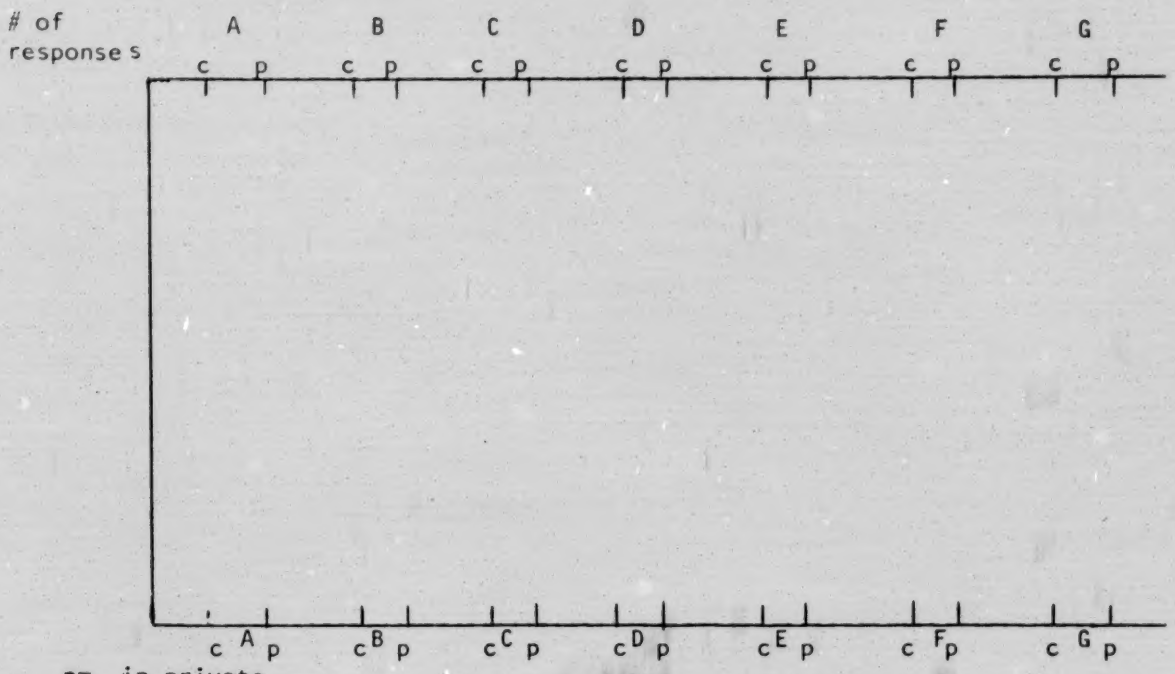
QUESTION VI on form: How adequately does the counselor provide for your needs?

QUESTION VII on form: In general, how satisfied are you with the counselor's role and activities in your school?

QUESTION V on form: (place a mark in the appropriate category (ies) based on the theme(s) of each student's answer).

I IN CLASS:	COUNT	TOTALS
a) Personal problem solving		
b) College/University information		
c) Occupational information		
d) Scheduling (registration/ class changes)		
e) Interest/Aptitude feedback		
f) Educational assistance		
g) Personal growth		

II IN PRIVATE:	COUNT	TOTALS
a) Personal problem solving		
b) College/University information		
c) Occupational information		
d) Scheduling (registration/ class changes		
e) Interest/Aptitude feedback		
f) Educational assistance		
g) Personal growth		

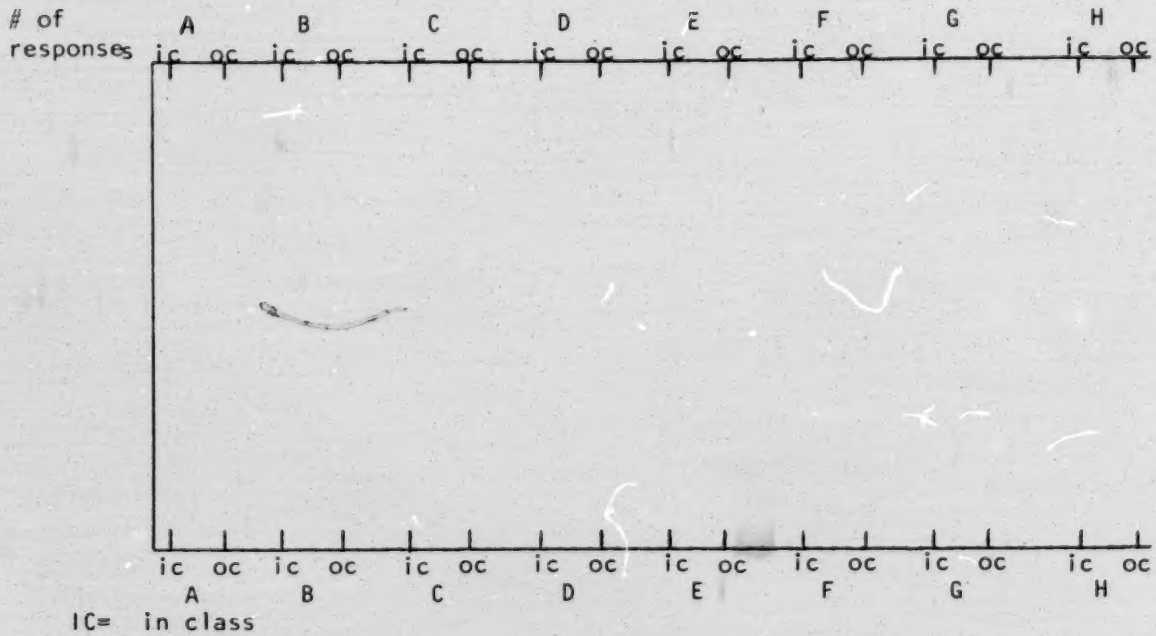


p= in private
c= in class

QUESTION VIII on form: How could the counselor better provide for student and teacher needs?

I IN CLASS:	COUNT	TOTALS
a) Personal problem solving	____	____
b) College/University information	____	____
c) Occupational information	____	____
d) Scheduling (registration/ class changes	____	____
e) Interest/Aptitude feedback	____	____
f) Educational assistance	____	____
g) Personal growth	____	____

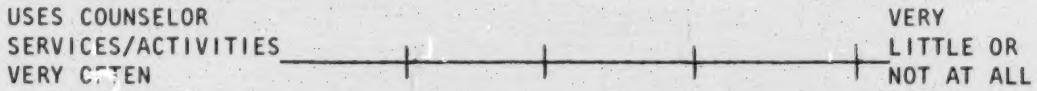
II OUTSIDE OF CLASS:	COUNT	TOTALS
a) Personal problem solving	____	____
b) College/University information	____	____
c) Occupational information	____	____
d) Scheduling (registration/ class changes	____	____
e) Interest/Aptitude feedback	____	____
f) Educational assistance	____	____
g) Personal growth	____	____



IC= in class
OC= out of class

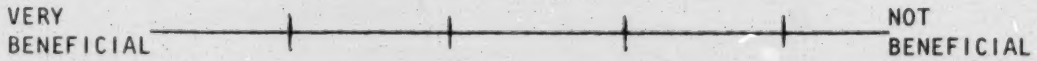
QUESTION IX on form:

a) As you see it, to what extent does the teacher use the counselor's services?



b) How beneficial is this to you personally?

c) How beneficial is this to the class as a whole?



QUESTION X: (Make a list and note the types of suggestions---- evaluate subjectively for changes in your own performance).

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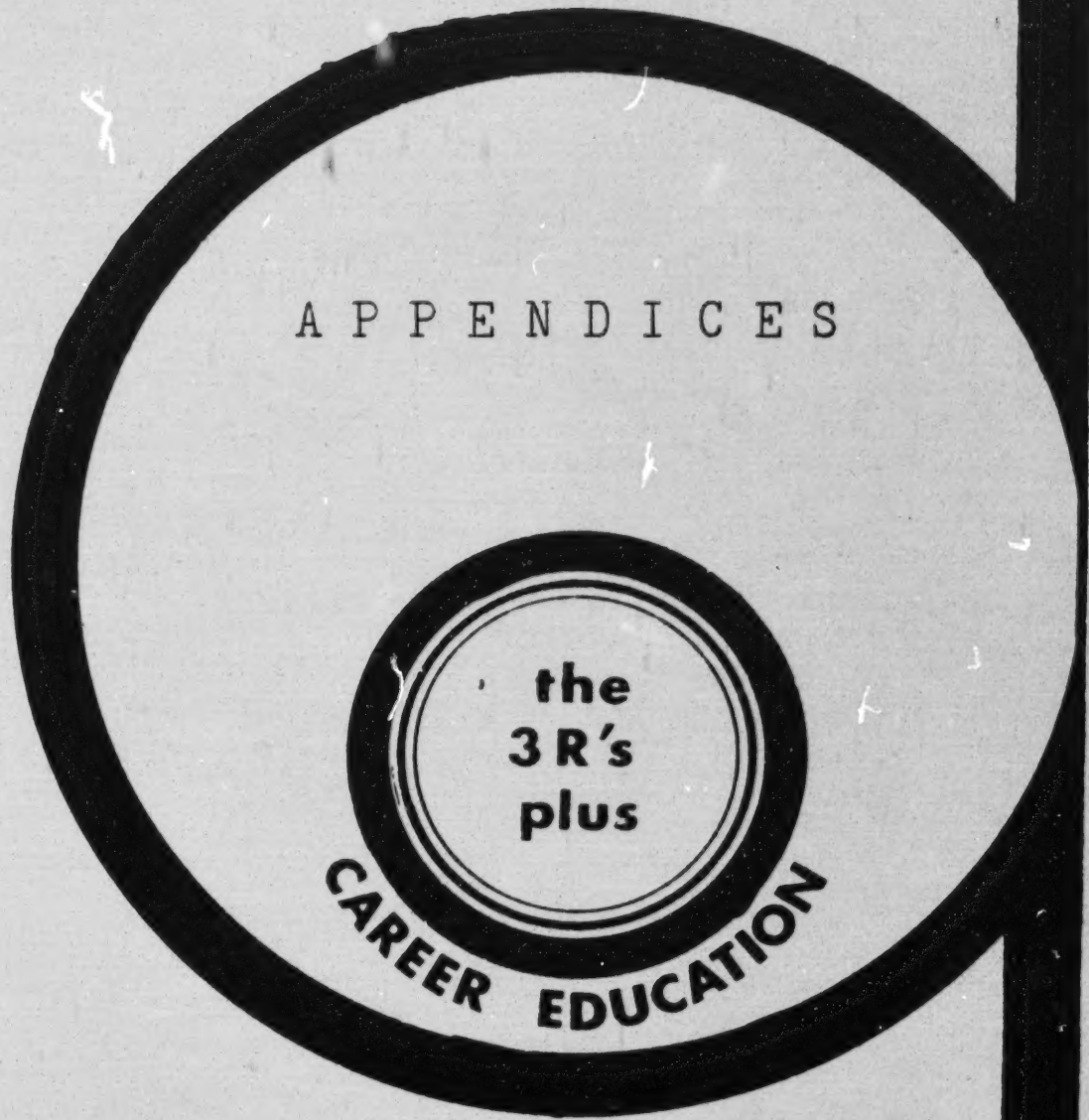
APPENDICES



APPENDIX ONE:

ADDITIONAL SUGGESTIONS FOR IMPLEMENTING
THE OUTCOMES OF CAREER EDUCATION

In conjunction with the activities already developed in this Handbook, the complementary activities noted on the following pages can be of additional value to specific curriculum areas as they relate to career planning.

It is important to note that many of the activities suggested for implementation in one curriculum area can be, and hopefully will be, used in other curriculum areas.

BUSINESS EDUCATION

1. The use of occupational kits from which students first read the material, then type or use shorthand to summarize what they read.

2. The planning and organizing of a job placement bureau within the school.

3. The use of role-playing in various activities to demonstrate how jobs differ and require various skills; for example, the role-playing of positions in a department store.

4. The use of business machines in setting up a budget determined by the projected salary of students' career choices.

5. The interviewing of local business personnel to see what skills and personal characteristics are necessary for their jobs. This activity may be taped for class use.

6. The use of old business machines first to see how they have been improved and how skills have had to change, and then to predict what may be ahead for both man and machine.

7. The investigation of various entry points into a business career and the possibilities of advancement.

8. The use of a mock trial situation where students are placed in a court stenographer's position.

ENGLISH

1. The composing of crossword puzzles using vocabulary from the "World of Work."

2. The use of the "family constellation" theory in the study of character behaviour in novels, short stories, etc.

3. The use of "rank ordering" in the discussion of values of characters, etc., in novels, poems, short stories, plays.

4. The enactment of mock interviews by students using business personnel directors as the interviewers.

5. The use of materials such as the film version of Future Shock to orient students toward future life-styles.

6. The composing of a short paper in which students compare survey results, stressing the attitudes of persons who have lost jobs and the reasons why business managers fire employees.

7. The production of a newspaper or other publication which focuses on available jobs, current job trends and salaries. Focus on jobs available for high school students.

8. A written exercise in which students apply for jobs from items seen in a newspaper's classified advertising section.

9. The use of occupational kits as a resource for student papers on career clusters or specific jobs.

FOREIGN LANGUAGE

1. The planning and presentation of a radio program, a dramatic production, or a television play conducted in the appropriate foreign language.

2. The production of a newspaper or other publication in a foreign language, with that publication reflecting the cultural conditions of the country where the language is used.

3. The preparation and hosting of a meal consisting of foreign foods based on foreign recipes.

4. The composing of poems, stories, or other literary works in a foreign language.

5. The working of work-math problems in a foreign language.

6. The presentation before elementary school children (or other groups) of stories, plays, music, or dance in the style of a foreign land.

7. The use of occupational kits in which students first read material in English and then write and/or present to others the material in a foreign language.

8. The interviewing in the foreign language of an individual employed in a career which interests the student.

HOME ECONOMICS

1. Various renovative projects done in the school (i.e., slipcovers for furniture in the office or lounge; repair of stage curtains; making special effect backdrops for the drama department.)

2. The planning of a month's budget for a specified income.

3. The planning and cooking of a week's menus for a specified income.

4. Use of "catastrophe cards" to let a student explore how he will manage on a reduced income. (Catastrophe cards may be constructed by the class. For example, one card may read "You lost $2 from your purse." Another might say, "You broke your best friend's favorite record, and the replacement price is $5.98.")

5. The visitation of a model home in order to establish a decorating plan for it.

6. The making of display items from a fabric shop's material.

7. Presentation of style shows for elementary or junior high classes.

8. The planning and roleplaying of family crisis situations followed by discussions regarding workable solutions.

INDUSTRIAL ARTS

1. A survey of apprenticeable trades, using the Apprenticeships in Arizona as a guide for exploring the newspaper want ads and the print-outs from the Arizona Employment Security Service.

2. The organization of an assembly-disassembly activity, which emphasizes the step-by-step process in each and which allows the students to distinguish between the manufacturing and service trades.

3. A study of the elements necessary to understand materials used in some shop processes, such as oxygen, heat, industrial gasses, etc.

4. The development of units illustrating occupational math, such as gear math for general or machine shop which includes exercises in how to compute radius, circumference, surface area, etc.

5. The development of a career display for the school, stressing the graphic arts area. (The students will colorfully illustrate areas of graphic careers and the print shop will caption the prints.)

6. The compilation of a curriculum booklet, which emphasizes both graphic and printing techniques.

7. The presentation of a product to the students, who must then analyze the product and identify the material, equipment, and manufacturing processes. (This activity will emphasize the sales aspect of industrial education.)

MATHEMATICS

1. Use of a game based on mathematical laws of chance involving dice or a deck of cards.

2. The development of a project to refurnish the classroom. (For example, the class will figure out how much it will cost to do the following: lay wall-to-wall carpet at $11.95 per yard; repaint the walls if one gallon of paint will cover 105 sq. ft. and paint costs $7.95 per gallon, etc.)

3. The interviewing of different types of engineers, placing special emphasis on the need for mathemetics in their jobs.

4. A demonstration by an industrial arts instructor showing how math is used in all phases of industrial arts.

5. The planning and preparation of a personal or family budget. (The class should decide on the amount to be used.)

6. An investigation into buying an article on an installment plan as opposed to a cash transaction.

7. The use of math in figuring interest as stated by different savings institutions.

8. The working of math problems with the stock market as a reference.

PHYSICAL EDUCATION

1. The preparation and hosting of a sports day or a tournament.

2. The use of occupational kits in which students find jobs related to activities in P.E.

3. The planning and presentation of a mock sports broadcast using various sports and activities.

4. The presentation of a dance program before elementary or junior high students, outlining all positions necessary for a professional performance.

5. The interviewing of various sports personalities, recreation personnel and others in related community positions to investigate jobs related to physical education.

6. The value of leisure time activities investigated through studying such activities as camping, golf, bowling; etc., and seeing their relationship to jobs people have who are involved in these activities.

READING

1. The creation of a student discipline committee made up of problem students, who will advise the leader on how discipline problems might be handled.

2. The arrangement of a field trip for parents that would enable them to understand what the students are learning about careers.

3. A general discussion about jobs that are traditionally associated with stereotyped sex roles. (Students could identify jobs held by people in stories or articles and then discuss whether or not job roles could be handled by either sex.)

4. The filling out of job application forms obtained by the leader from ten large employers in the local vicinity. (The students will read and fill out the forms, answering the entire form. A critique may follow when all are complete.)

5. A discussion of the want ad section of the daily newspaper to note the types of jobs available and the requirements needed.

6. The interviewing of each student for a job which he has researched.

7. The listing of life-style characteristics of short story characters as determined by their career choices in the story.

8. The listing of desirable and undesirable attitudes that could contribute to successful or unsuccessful employment. (Activity will follow student reading of two short stories.)

SCIENCE

1. The compiling of a chart which would contain a list of the various science careers which are available in the community.

2. The interviewing of a person employed in a scientific career of the student's interest, in order to make that career more relevant to the student.

3. The use of occupational kits to increase student knowledge of available scientific careers.

4. The tutoring of elementary or junior high students in order to become aware of the difficulties some students have in understanding scientific concepts.

5. The production of a newspaper or other publication which reflects what is happening within the high school science department.

6. The development of pamphlets related to the various career areas which might contain such information as: (a) general description of the specific career, (b) tasks the individual performs on the job, (c) salaries, (d) jobs available, (e) education required, (f) source to obtain additional information, and (g) relevant high school science courses.

7. The organization of a science career day.

8. The preparation for and teaching of a class lesson or unit presently under discussion in the class.

SOCIAL STUDIES

1. Class use of Coca Cola's "Ecology Game" (free from Coca Cola distributors) during an environmental unit.

2. Class use of game "Economics" when studying "The Free Enterprise System."

3. Community resource people invited to display their tools, to talk about their jobs and matters related to them. (Consideration should be given to activities to precede and follow the presentation; i.e., occupation, cluster and speaker etiquette.)

4. Simulated mock political conventions and elections in which faculty, students, local and state public officials participate.

5. On-the-job visitation or work experience by students for short time periods, such as two to three days in connection with a unit under study.

6. A "Career Day" fair emphasizing career clusters, hobbies or small businesses, future careers, new job opportunities for minorities; etc.

7. The "shadowing" of an advanced student in an area of post-high school training in which the high school student is interested. (This would enable the younger student to observe the daily routine and activities of someone involved in post-high school training.)

8. Class use of the SIMSOC game (Simulated Society), with an experienced leader as a guide. (After its initial playing of SIMSOC, the class could organize another SIMSOC session open to the entire school, other schools and the local community.)

SPECIAL ACTIVITIES

1. The organization of counseling sessions in which students can talk with their peers about current concerns.

2. The use of awareness exercises with small groups of students. (For example, imagining himself a body of water; imagining himself encased in a cocoon and describing the structure, etc. More exercises can be found in John Stevens' book, Awareness.)

3. The opportunity for students to share and teach their own hobbies or special interests.

4. The development, by small groups of students, of their own course which would integrate their needs into the existing curriculum structure.

APPENDIX TWO:

SELECTED REFERENCE MATERIALS

GENERAL REFERENCE

ADIRONDACK MOUNTAIN HUMANISTIC
- Values Clarification: A Handbook of Practical Strategies for Teachers

THE ALFRED ADLER INSTITUTE
- Adlerian Psychology, by Irving Herman
- Articles of Supplementary Reading For Teachers and Counselors, by Various Authors

ALLYN AND BACON, INC.
- Career Information in Counseling and Teaching, by Lee E. Isaacson

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION
- Work, What's It All About, 30B - Motion Picture
- Careers In the Building Trades, 32B - Motion Picture
- Careers In Industry, 35B - Motion Picture
- Careers in Machine Trades, 36B - Motion Picture
- Careers In Skilled Services, 39B - Motion Picture
- Careers In Transportation, 40B - Motion Picture
- How Do You Get There?, 41B - Motion Picture
- The Teacher's Role in Career Development, by Tennyson, Soldahl, and Mueller

THE AMERICAN TAPE LIBRARY
- This Is My Work! (Includes: 50 Tape Cassettes)

AMERICAN VOCATIONAL ASSOCIATION
- Career Choice

ARIZONA STATE EIMPLOYMENT SERVICE
- Arizona Manpower Review
- Manpower Information Bibliography
- Manpower Programs At A Glance
- Tucson Area Manpower Review
- Tucson Area: Wage, Salary, and Fringe Benefit Study 1971

ARKANSAS STATE BOARD OF VOCATIONAL EDUCATION
- Investigating Career Opportunities for the Future

BOWMAR PUBLISHING CORPORATION
- Directions for Tomorrow: Jobs For the Now Generation - film

CAREER DEVELOPMENT AND OCCUPATIONAL INFORMATION INSTITUTES
- Tucson Job Opportunities for Young People - 1970

CHANGING TIMES EDUCATION SERVICE
- How on Earth Do Working Wives Manage?

CHRONICLE GUIDANCE PUBLICATIONS, INC.
- Occupational View Deck - Kit
- College View Deck of 4-Year Schools - Kit
- College View Deck of 2-Year Schools - Kit

COLLEGE BOARD REVIEW
- Deciding: Leader's Guide
- Deciding: Student Course Booklet

COLLEGE PLACEMENT COUNCIL
- Planning Your Future: Some Career Considerations

CONSULTING PSYCHOLOGISTS PRESS
- The Self-Directed Search Inventory
- The Self-Directed Search, A Counselors Guide

DELMAR PUBLISHING COMPANY
- Start in the Right Direction
- Finding and Holding a Job
- Finding a Job Through the Newspaper
- Choosing Your Job

DEVELOPMENTAL CAREER GUIDANCE PROJECT: UNIVERSITY-DETROIT PUBLIC SCHOOLS
- Career Guidance Manual for Teachers: Doctor, Lawyer, Indian Chief

EDUCATION VENTURES, INC.
- Aiming
- The Origami Game
- Teaching Achievement Motivation: Theory and Practice in Psychological Education
- Who Am I?
- 10 Thoughts

EDUCATIONAL DESIGN, INC.
- World of Work: I On the Job
- World of Work: II Getting a Job

EDUCATIONAL PROGRESS CORPORATION
- Career Development Laboratory

EMPLOYMENT SECURITY COMMISSION OF ARIZONA
- Arizona State Employment Service: Manpower Programs at a Glance

GENERAL LEARNING CORPORATION
- Career Education Resource Guide

GUIDANCE ASSOCIATES
- Job Attitudes: (Sound Filmstrips)
  - Trouble at Work
  - Jobs That Go Someplace
  - Liking Your Job/Your Life
  - Why Work at All
  - Jobs and Gender
  - On The Job - 4 Trainees
- If You're Not Going to College (Sound Filmstrip)
- Dare to Be Different (Sound Filmstrip)
- Career Discoveries: (Filmstrips)
  - Your First Week on the Job
  - Job Hunting--Where to Begin
- First Things: (Filmstrips)
  - Jobs for High School Students
  - Preparing for the Jobs of the 70's
  - What You Should Know Before You Go to Work
- Understanding Your Parents

HART PUBLISHING COMPANY
Values Clarification: Practical Strategies for Teachers and Students
HOUGHTON MIFFLIN
Study of Values, Specimen Set
Work Values Inventory, Manual
Work Values Inventory, Specimen Set
THE INSTITUTE FOR RESEARCH
Groups Careers Research Monographs
Various Careers Research Monographs
INSTRUCTIONAL OBJECTIVES
Instructional Objectives Exchange:
Attitudes Toward School
Measures of Self-Concept K-12
CHARLES A. JONES PUBLISHING COMPANY
Career Perspectives: Your Choice of Work
LITTLE ROCK PUBLIC SCHOOLS
Investigating Career Opportunities for the Future
McGRAW-HILL BOOK COMPANY
Occupations and Careers
World of Work: Readings in Interpersonal Relationships
DAVID McKAY COMPANY
Teenage Jobs, by Ruth Lembeck
McKNIGHT AND McKNIGHT PUBLISHING COMPANY
Succeeding in the World of Work, by Kimbrell and Vineyard
Activities for Succeeding in the World of Work
MARY J. MENDEL, SHARON L. BURKE, AUTHORS AND PRODUCERS
Sources of Consumer Information
CHARLES E. MERRILL PUBLISHING COMPANY
Values and Teaching, by Lois E. Raths, Merrill Harmin, and Sidney Simon
The Productive Thinking Program: A Course in Learning to Think, by Covington, Crutchfield, Davies and Oton (Contains 1 teacher's guide, 3 booklets, reply booklet for the basic lessons, Basic Lesson 3, and Problem Sets)
MESA PUBLIC SCHOOLS
The Wonderful World of Careers
MICHIGAN STATE UNIVERSITY
Strategies for Implementing Exemplary Programs and Projects in Order to Make Change in the Educational Process, by Samuel A. Moore
MISSISSIPPI STATE UNIVERSITY
Bibliography for Occupational Orientation
NATIONAL AUDIOVISUAL CENTER
Career Education - film
NATIONAL EDUCATION ASSOCIATION PUBLICATIONS
Parents and Teachers Together - Set
Parents and Teachers Together (For the Benefit of the Children)

NEW JERSEY DEPARTMENT OF EDUCATION
Career Development, A Guidebook for Teachers
NORTHERN ARIZONA UNIVERSITY
Learning A Living: A Report on Career Education in Arizona, by Arthur M. Lee
OCCUPATIONAL OUTLOOKS PUBLICATIONS
College Education Workers
Occupational Handbook Quarterly (2 year subscription)
OLYMPIC FILM SERVICE
Olympic Training Film Profiles - Books (a descriptive film and filmstrip guide)
Supervisor/Employee
Oral and Written Communications
Leadership and Personal Development
Interpersonal Relations in the Organization
Job Orientation
Choosing a Career
Getting a Job
Customer Relations
Money and Banking
Free-Loan Films for Training
OLYMPUS PUBLISHING COMPANY
Career Education: What It Is and How to Do It, by Hoyt, Evans, Mackin and Mangum
PALO ALTO UNIFIED SCHOOL DISTRICT
Life Career Game
PROGRESSIVE PLAYTHINGS, INC.
Value Games: (1 Set)
Cruel, Cruel World
My Cup Runneth Over
Timeo
PUBLIC AFFAIRS PAMPHLETS
New Careers: Real Jobs & Opportunity for the Disadvantaged
PUBLIC DOCUMENTS
Career Education - A Handbook for Implementation
REGENTS PUBLISHING COMPANY
Teenage Employemnt Guide, by Allan B. Goldenthal
RIVERTON, WYOMING
The Getting-The-Job Scene, by Joe Daniel, Merrill Hawley, and Patricia Sharp
SCHOLASTIC BOOK SERVICES
Jobs in Your Future, by Miriam Lee
SCIENCE RESEARCH ASSOCIATES, INC.
Personnel Interviewing, by Erwin Rausch
Decision Making, by Erwin Rausch
Supervisory Skills, by Erwin Rausch
How to Get Into College and Stay There (paperback)

SCIENCE RESEARCH ASSOCIATES, INC., cont'd.
Keys: Vocational Exploration Programs
Kuder E Consumable Booklet 7-43411
What to Do After High School
Where Do I Go From Here? (Grades 9-12)
Where Do I Go From Here? (Leaders Guide)
Role Playing Methods in the Classroom, by Chesler & Fox
Problem Solving to Improve Classroom Learning, by Schmuck, Chesler and Liffitt
Diagnosing Classroom Learning Environments, by Fox, Luszki, and Schmuck
Occupational Exploration Kit

SOUTH-WESTERN PUBLISHING COMPANY
Personal Development Transparency Series

U. S. DEPARTMENT OF LABOR
Job Guide for Young Workers 1969-1970
U. S. Manpower in the 1970's: Opportunity and Challenge

UNITED TRANSPARENCIES, INC.
Succeeding at Work, by Hudson and Weaver
I Want a Job, by Hudson and Weaver

VALUE BOOKS
Becoming Aware of Values, by Bert K. Simpson, Ph.D.

UNIVERSITY OF ARIZONA
Career Development and Occupational Information Institute

WWWWW INFORMATION SERVICES, INC.
Careerism

WYOMING STATE DEPARTMENT OF EDUCATION
Career Orientation: Wyoming Occupational Resource Kit

BUSINESS EDUCATION

AMERICAN VOCATIONAL ASSOCIATION
- Career Information: Business & Office
- Career Information: Market & Distribution

AVALON HILL
- The Stock Market Game

BENEFIC PRESS
- Market - A Simulation Game

BOWMAR PUBLISHING CORPORATION
- Directions for Tomorrow: The Money Tree - film

CAREERS, INC.
- Business Careers Kit

CHANGING TIMES EDUCATION SERVICE
- A Resource Kit for Teaching Consumer Education - Kit

COMBINED MOTIVATION EDUCATION SYSTEMS, INC.
- Dollars and Sense: A Guide to Consumerism 5-22-200 - Kit

DELMAR PUBLISHING COMPANY
- Office Occupations

DOUBLEDAY AND COMPANY, INC.
- Career Opportunities: (5 Volume Set)
  Marketing, Business and Office Specialists

EDUCATIONAL TESTING SERVICE
- Cassette Tapes from Career Education - The Role of Business and Industry

J. G. FERGUSON PUBLISHING COMPANY
- Career Opportunities: Marketing, Business and Office Specialists, by Garland D. Wiggs

ROSLIND GENOVA, LOUISE OLSON, Producers
- Inevitable Insurance: What, Why, When

GLOBE BOOK COMAPNY, INC.
- Vocational English Book Two
- Vocational English Book Three

JOINT COUNCIL ON ECONOMIC EDUCATION
- Marketplace: An Economics Educational Game

CHARLOTTE McCALL, Producer
- Truth in Lending

McGRAW-HILL BOOK COMPANY
- Standard Handbook for Secretaries

MILADY PUBLISHING CORPORATION
- Telephone Techniques for the Secretary

MARCIA MILLER
- The Use of Credit

OCCUPATIONAL AWARENESS
- Occupational Awareness Mini-Briefs - Business Packet, Business Math/ Accounting Packet

RCU
- Money - A Medium of Exchange, Discovering Money, Why Money Makes More Sense than Barter

SCIENCE RESEARCH ASSOCIATES, INC.
- Purchasing: Simulation Series for Business and Industry

ENGLISH

ADIRONDACK MOUNTAIN HUMANISTIC
- Teaching the Black Experience
- Teaching English with a Focus on Values

AMERICAN GUIDANCE SERVICE, INC.
- Coping With Series, by C. Gilbert Wrenn and Shirley Schwarzrock

ARCO PUBLISHING COMPANY
- Resumes That Get Jobs, by Resume Service

BYRON COMPANY/JULIAN MESSNER
- Your Career in Journalism, by M. L. Stein
- Challenging Careers in the Library World, by V. Oakes

BYRON COMPANY/FRANKLIN WATTS, INC.
- Advertising, by Richard O. Pompian

CAPRICORN BOOKS
- What Life Should Mean to You, by Alfred Adler

CENTRON EDUCATIONAL FILMS
- Jobs in the City: Mass Media

JOHN DAY COMPANY/STECK VAUGHN COMPANY
- You Can Work in the Communications Industry

EDUCATIONAL PROGRESS CORPORATION
- Career Games Laboratory - Complete Program 20-31 - Kit

FIELD EDUCATIONAL PUBLICATION, INC.
- Techniques of Teaching Vocabulary

McGRAW-HILL BOOK COMPANY
- The Mind Benders

OCCUPATIONAL AWARENESS
- Occupational Awareness Mini-Briefs - English Packet

PFLAUM/STANDARD
- Behind the Camera #10075, by Kuhns & Giardino

SCIENCE RESEARCH ASSOCIATES, INC.
- Guidance Activities for: Teachers of English, by Harold L. Munson
- Your Attitude is Changing, by E. N. Chapman

TEACHER'S GUIDE TO TELEVISION
- Teacher's Guide to Television (Subscription)

TUCSON NEWSPAPERS
- How to Use the Newspaper in the Classroom - booklets

WIFF'N PROOF
- Propaganda, by Allen, Lorne Greene

FOREIGN LANGUAGE

ENCYCLOPEDIA BRITANNICA EDUCATIONAL CORPORATION
Now You Know About People At Work - available in Spanish
OCCUPATIONAL AWARENESS
Occupational Awareness Mini-Briefs - Foreign Language Packet
OFFICE OF EDUCATION (DHEW)
Source Materials for Secondary School Teachers of Foreign Languages

HOME ECONOMICS

ABITRON CORPORATION
Personality Development Through Respect (A Guide to Parent-Child Communication and Understanding) 6 Tape Cassettes

ADIRONDACK MOUNTAIN HUMANISTIC
Teaching Home Economics with a Focus on Values

AMERICAN GUIDANCE SERVICE, INC.,
Coping With Series, by C. Gilbert Wrenn & Shirley Schwarzrock

BYRON COMPANY/JULIAN MESSNER
Exciting Careers for Home Economists, by Lila Spencer

CHANGING TIMES EDUCATION SERVICE
A Resource Kit for Teaching Consumer Education - Kit

COMBINED MOTIVATION EDUCATION SYSTEMS, INC.
Dollars and Sense: A Guide to Consumerism 5-22-200 - Kit

DREXEL INSTITUTE OF TECHNOLOGY
Advertising Awareness for the Consumer, by Alice Vogeler and Robin Sarett

EDUCATIONAL TESTING SERVICE
Cassette Tapes from Career Education - Women and Career Education

REBECCA EVERHART
"Take Off on Credit Cards"

NORMA EVERS
Food Shopping Aids

FLORIDA STATE UNIVERSITY
Occupation-Babysi[redacted]er, by Rita R. Resce

ROSLIND GENOVA, LOUISE OLSON, Producers
Inevitable Insurance: What, Why, When

GUIDANCE ASSOCIATES
Career Discoveries: (filmstrip) Jobs for You - Home Economics

HARPER & ROW, PUBLISHERS
I'm OK, You're OK

HAWTHORN BOOKS, INC.
Children the Challenge

HOME ECONOMICS INSTRUCTIONAL MATERIALS CENTER
Consumer Education: Part 1
Consumer Education: Part 2
Consumer Education for Families with Limited Income
Home Management and Consumer Education
Orientation: Part 1
Orientation: Part 2

INSTITUTE OF LIFE INSURANCE
It's Up to You - A Guide to a Career in Life and Health Insurance
Priorities, Decisions, Security

INSTRUCTIONAL SIMULATIONS, INC.
A Family Budgeting Simulation

ARLENE KENDRICK, ANN CURLEY, BARBARA PERSHING, MARIE BUCKINGHAM
SHARON CHIVALETTE, AND HELEN E. LANCASTER, PUBLISHERS
Home Economics Learning Package:
Selection of Furniture, Arlene Kendrick
Consumer Education, Ann Curley

The Consumer in the Food Market, Barbara Pershing
The Features of Products, Marie Buckingham
You - A Kiddie Sitter, Sharon Chivalette
Toys for Tots, Helen E. Lancaster

MAGNA BOOK DISTRIBUTORS, INC.
Between Parent and Child
Between Parent and Teenager

NATIONAL RESTAURANT ASSOCIATION
Careers for Youth in the Food Service Industry - Kit

DIANNE NEUMAN
Effective Use of Checking Accounts

OCCUPATIONAL AWARENESS
Occupational Awareness Mini-Briefs - Home Economics Packet

QUADRANGLE
The Family Game, by William Braden

RIVERTON, WYOMING
Young, Married and Broke, by Joe Daniel, Merrill Hawley, and Patricia Sharp

ANNE SCANLAN AND NANCY RODISCH
Stretching Your Dollars

SCIENCE RESEARCH ASSOCIATES, INC.
Your Attitude is Changing, by E. N. Chapman

SUPERINTENDENT OF DOCUMENTS
Child Development and Other Publications Relating to Children and Youth

VOCATIONAL EDUCATION PRODUCTIONS
Landscape Design Manual
Flowers to Wear (filmstrip)
Landscape Maintenance Manual
Flower Arranging (filmstrip)

WESTERN PUBLISHING COMPANY
Consumer, by Gerald Zaltman (Game)

INDUSTRIAL ARTS

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION
- Careers in The Building Trades, 32B - Motion Picture
- Careers in Industry, 35B - Motion Picture
- Careers in Machine Trades, 36B - Motion Picuure
- Careers in Skilled Services, 39B - Motion Picture

AMERICAN VOCATIONAL ASSOCIATION
- Role of Industrial Arts in Career Education
- Vocational Youth Organizations
- Instruments and Procedures for the Evaluation of Vocational/Technical Education Institutions and Programs

ARIZONA STATE EMPLOYMENT SERVICE
- Apprenticeship in Arizona

ARKANSAS STATE BOARD OF VOCATIONAL EDUCATION
- Investigating Career Opportunities for the Future
- Vocational Orientation Guide
- Audio-Visual Guidance Materials

BOWMAR PUBLISHING CORP.
- The Nation's Builders - film

CAREERS, INC.
- Industrial Careers Kit

CENTRON EDUCATIONAL FILMS
- Jobs in the City: Construction - film

DELMAR PUBLISHING COMPANY
- The Steering System
- The Lubrication System
- The Ignition System
- The Fuel System
- The Differential System
- The Cooling and Exhaust Systems
- The Brake System
- Automobile Engine
- The Standard Transmission
- Answer Key Basic Automotive Series
- Electronics Technician
- Heating Technician
- Household Appliance Repairman
- Office Machine Repairman
- Air Conditioning Refrigeration Repairman
- Automobile Mechanic
- Building Maintenance Worker
- Exploring Electricity and Electronics
- Power Technology

EASTMAN KODAK COMPANY
Photography Is . . . . . (filmstrip set)
LEASCO INFORMATION PRODUCTS, INC.
Eric Report:
Studies in Success: A Promising Approach to the Vocational Guidance of Average High School Students #010 703
A Multimedia Approach to Communicating Occupational Information to Noncollege Youth, Interim Technical Report #017005
McKNIGHT AND McKNIGHT PUBLISHING COMPANY
Experiences with Electrons, by Rex Miller and Fred Culpepper, Jr.
OCCUPATIONAL AWARENESS
Occupational Awareness Mini-Briefs - Industrial Arts Packet
MERRIE OLSON
Auto Knowledge
SCIENCE RESEARCH ASSOCIATES, INC.
Directory of Vocational Training Sources, by James Murphy

MATHEMATICS

ADIRONDACK MOUNTAIN HUMANISTIC
The Search for Values With a Focus on Math
PAUL AMIDON & ASSOCIATES PUBLISHING COMPANY
How to Answer When Money Talks (Paperbook)
Mod Money Management "
Money, Credit, Banking "
Suggestions for Using Classroom Enrichment Aids and Services in Day by Day Economics (Teacher Booklet)
Your Checking Account (Paperbook)
Wheels - Game Set
PAUL S. AMIDON & ASSOCIATES, INC.
Personal Money Management (cassette tapes)
AVALON HILL
The Stock Market Game
BENEFIC PRESS
Economic Man - Review Set (6 Books)
Economic Man in the Market - Student
Economic Man in the Market - Teacher
SYLVIA BENSON, ANGELA KRUPICKA, PUBLISHERS
Buying Auto Insurance
BOWMAR PUBLISHING CORPORATION
The Money Tree - film
BYRON COMPANY/LERNER PUBLICATIONS COMPANY
Money and Banking, by Kenneth H. Smith
BYRON COMPANY/JULIAN MESSNER
Wall Street Careers, by Paul Sarnoff
BYRON COMPANY/PARENTS MAGAZINE PRESS
Making Sense of Money, by Vicki Cobb
BYRON COMPANY/FRANKLIN WATTS, INC.
Earning Money, by Rossomando, Levanthal, Szymaszek
CHANGING TIMES EDUCATION SERVICE
A Resource Kit for Teaching Consumer Education - Kit
DELMAR PUBLISHING COMPANY
Basic Mathematics Simplified - Student
Basic Mathematics Simplified - Teacher
DOUBLEDAY AND COMPANY, INC.
Engineering Technicians
DREXEL INSTITUTE OF TECHNOLOGY
Advertising Awareness for the Consumer, by Alice Vogeler and Robin Sarett
REBECCA EVERHART
"Take Off on Credit Cards"
NORMA EVERS
Food Shopping Aids
J. G. FERGUSON PUBLISHING COMPANY
Career Opportunities: Engineering Technicians, by Walter J. Brooking
ROLLIND GENOVA, LOUISE OLSON, PRODUCERS
Inevitable Insurance: What, Why, When

INSTITUTE OF LIFE INSURANCE
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A Family Budgeting Simulation
JOINT COUNCIL ON ECONOMIC EDUCATION
Marketplace: An Economics Educational Game
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Truth in Lending
CHARLES E. MERRILL PUBLISHING COMPANY
The Productive Thinking Program: A Course in Learning to Think, by Covington, Crutchfield, Davies and Olton (Contains 1 teacher's guide, 3 booklets, reply booklet for the basic lessons, Basic Lesson 3, and Problem Sets)
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The Use of Credit
DIANNE NEUMAN
Effective Use of Checking Accounts
OCCUPATIONAL AWARENESS
Occupational Awareness Mini-Briefs - Math Packet
QUADRANGLE
The Family Game, by William Braden
ANNE SCANLAN AND NANCY RODISCH
Stretching Your Dollars
SCIENCE RESEARCH ASSOCIATES, INC.
Guidance Activities for: Teachers of Mathematics, by Harold L. Munson
Math Applications Kit, by Allen C. Friebel and Carolyn Kay Gingrich
The Laboratory Approach to Mathematics, by Kidd, Myers, and Cilley
J. WESTON WALCH, PUBLISHER
Arithmetic in Occupations, by David E. Newton
Algebra in Occupations, by William P. Fessenden
Geometry in Occupations, by William P. Fessenden
Math in Science and Technology, by David E. Newton
WESTERN PUBLISHING COMPANY
Consumer, by Gerald Zaltman (Game)
Economic System, Developed by James S. Coleman and T. Robert Harris (Game)
WIFF 'N PROOF
Equations, by Layman Allen
JOHN WILEY & SON, INC. PUBLISHING COMPANY
Essentials of Mathematics, by Russell Person

PHYSICAL EDUCATION AND HEALTH

CAREERS, INC.
- Career Services - Health (3-Time Subscription-Renewal)
- Health Careers Kit

CENTRON EDUCATIONAL FILMS
- Jobs in the City: Medical & Health - film

DOUBLEDAY AND COMPANY, INC.
- Career Opportunities: (5 Volume Set) Health Technicians

EDUCATORS PROGRESS SERVICE, INC.
- Educators' Guide to Free Health, Physical Education, Recreation Materials, 1972

J. G. FERGUSON PUBLISHING COMPANY
- Career Opportunities: Health Technicians, by Robert E. Kinsinger

HARPER AND ROW, PUBLISHERS
- I'm OK - You're OK

NEWIST
- Timber Forestry Occupations - Lesson XXIX

OCCUPATIONAL AWARENESS
- Occupational Awareness Mini-Briefs - Physical Education Packet and Health Packet

T. M. C. AUXILIARY
- References in Health Careers

SCIENCE

ADIRONDACK MOUNTAIN HUMANISTIC
- Teaching Environmental Education With a Focus on Values
- Teaching Science With a Focus on Values

CAREERS, INC.
- Career Services - Science (3-Time Subscription-Renewal)
- Science Careers Kit

CENTRON EDUCATION FILMS
- Jobs in the City: Medical and Health - film

DELMAR PUBLISHING COMPANY
- Exploring Electricity and Electronics

DOUBLEDAY AND COMPANY, INC.
- Engineering Technicians
- Agricultural, Forestry & Oceanographic Technicians
- Ecology, Conservation and Environmental Control Career Opportunities

J. G. FERGUSON PUBLISHING COMPANY
- Career Opportunities:
  - Engineering Technicians, by Walter J. Brooking
  - Agricultural, Forestry, and Oceanographic Technicians, by Howard Sidney

NATIONAL AERONAUTICS AND SPACE ADMINISTRATION
- Seven Steps to a Career In Space Science and Technology

NEWIST
- Timber Forestry Occupations - Lesson XXIX

OCCUAPTIONAL AWARENESS
- Occupational Awareness Mini-Briefs - Science Packet

OLYMPUS PUBLISHING COMPANY
- Career Education in the Environment, by Various Authors

G. P. PUTNAM'S SONS
- Oceanographers in Action, by Bergaust & Foss

J. WESTON WALCH, PUBLISHER
- Math in Science and Technology, by David E. Newton

SOCIAL STUDIES

ARCHEOLOGICAL INSTITUTE OF AMERICA
- Films As Aid to Archeological Teaching
- Is There A Future For The Past?
- Summer Fieldwork Opportunity

AVALON HILL
- The Stock Market Game

BEHAVIOR TODAY
- Self Esteem, self concepts - racial, ethnic and cultural (42 projects)
- Occupations - factors affecting choice and aspirations (61 projects)

BENEFIC PRESS
- Market - a Simulation Game

BOWMAR PUBLISHING CORPORATION
- Directions for Tomorrow: The Money Tree - film

BYRON COMPANY/LERNER PUBLICATIONS COMPANY
- Money and Banking, by Kenneth H. Smith

BYRON COMPANY/JULIAN MESSNER
- Wall Street Careers, by Paul Sarnoff

BYRON COMPANY/FRANKLIN WATTS, INC.
- Advertising, by Richard O. Pompian
- Earning Money, by Rossomando, Leventhal, Szymaszek

DELMAR PUBLISHING COMPANY
- Industrial, Labor and Community Relations

DETROIT PUBLIC SCHOOLS
- Detroit at Work, by Katherine S. Beamer

DOUBLEDAY AND COMPANY, INC.
- Career Opportunities: Community Service and Related Specialsits

DYNAMIC DESIGN INDUSTRIES
- Airport: The Airline Game
- Cities Game

EDUCATIONAL DIVISION
- It's Up to You - A Guide to a Career in Life and Health Insurance

EDUCATIONAL TESTING SERVICE
- Cassette Tapes from Career Education
  - The Role of Business and Industry
  - Meeting the Needs of Minorities

EDUCATORS PROGRESS SERVICE, INC.
- Educators Guide to Free Social Studies Materials, 1972

EMTELEK, INC.
- Low Bidder: The Game of Management Strategy, by William R. Park (game)

FIELD EDUCATIONAL PUBLICATION, INC.
- Profile of America Series:
  - The Modern Revolution 1950-1970, by Gross and Madgic
  - Teacher's Manual, by Gross and Madgic
  - Total Global Commitment 1950-1970, by Gross and Madgic

The City in America:
Perspectives in U. S. History, by MacGraw
Teachers Manual, by MacGraw
American Values:
Perspectives in U. S. History, by Weaver
Teachers Manual, by Weaver
The American Economy:
Perspectives in U. S. History, by Feller
Teachers Edition, by Feller

THE FREE PRESS
SIMSOC: Simulated Society, by William A. Gamson

FREE PRESS PAPERBACK
The Achieving Society
Motivating Economic Achievement

GINN AND COMPANY
Economics: An Analytical Approach - Including a Workbook for Economics, by C. Lowell Harriss
Your Rights and Responsibilities As An American Citizen, by Charles Quigley
Readings and Cases in Economics

INSTITUTE OF LIFE INSURANCE
It's Up to You - A Guide to a Career in Life and Health Insurance
Priorities, Decisions, Security

INTERNATIONAL CITY MANAGEMENT ASSOCIATION
Federal Funding Sources Related to Urban Corps Internship Programs, prepared by Thomas J. Lewis

JOINT COUNCIL ON ECONOMIC EDUCATION
Marketplace: An Economics Educational Game

CHARLOTTE McCALL, PRODUCER
Truth in Lending

McKNIGHT AND McKNIGHT PUBLISHING COMPANY
Elements of American Industry, by Lavon B. Smith and Marion E. Maddox

OCCUPATIONAL AWARENESS
Occupational Awareness Mini-Briefs - Social Studies Packet

PRENTICE-HALL, INC.
Role Playing for Social Values: Decison Making in the Social Studies, by Fannie R. and George Shaftel

PUBLIC AFFAIRS PAMPHLETS
Democracry Begins in the Home
New Careers: Real Jobs & Opportunity for the Disadvantaged

HENRY REGNERY COMPANY
Social Equality: The Challenge of Today, by Rudolph Dreikurs, M.D.

RCU
Money - A Medium of Exchange, Discovering Money, Why Money Makes More Sense than Barter

SCIENCE RESEARCH ASSOCIATES, INC.
- An Economic Decision, by Erwin Rausch
- Collective Bargaining, by Erwin Rausch
- Purchasing: Simulation Series for Business and Industry
- Guidance Activities for:
  - Teachers of Social Studies, by Harold L. Munson

SCOTT, FORESMAN AND COMPANY
- Investigating Man's World: Geogrpahy
  - U. S. Studies
  - Teacher's Guide, U. S. Studies
  - Regional Studies
  - Teacher's Guide, Regional Studies
- Investigating Man's Worlds: Political Science
  - Regional Studies
  - Teacher's Guide, Regional Studies
  - U. S. Studies
  - Teacher's Guide, U. S. Studies
- Investigating Man's World: Sociology
  - Regional Studies
  - Teacher's Guide, Regional Studies
  - U. S. Studies
  - Teacher's Guide, U. S. Studies
- Investigating Man's World: Anthropology
  - Regional Studies
  - Teacher's Guide, Regional Studies
  - U. S. Studies
  - Teacher's Guide, U. S. Studies
- Investigating Man's World: Economics
  - Regional Studies
  - Teacher's Guide, Regional Studies
  - U. S. Studies
  - Teacher's Guide, U. S. Studies

SOCIETY FOR VISUAL EDUCATION, INC.
- The Evolution of American Industry, Enterprise, and Welfare
  (4 filmstrips, 2 records, guides)

WIFF 'N PROOF
- Propaganda, by Allen, Lorne Greene

ZEPHYRUS EDUCATIONAL EXCHANGE
- Your City Has Been Kidnapped

APPENDIX THREE:

FOOTNOTES

FOOTNOTES

1. For further information regarding the execution of this role, contact the University of Arizona College of Education Career Education Project or the Pima County Developmental Career Guidance Project, Tucson, Arizona, and request copies of the Career Education in-service training packets, developed by Brenda B. Even.

2. In accomplishing the tasks related to this concept of the counselor as a consultant in the classroom, the following activities are suggested:
   1. Use films, filmstrips, resource kits, etc. in cooperation with teachers to develop a wider knowledge of occupations.
   2. Involve parents with the career education program in any possible way: as resource speakers, as assistants on field study trips, as aides, etc.
   3. In cooperation with teachers, [redacted] discussion groups with parents to investigate parent-teacher-child relationships.
   4. In cooperation with teachers, hold parent conferences to discuss pupil motivation, achievement, etc.
   5. In cooperation with teachers, conduct classroom guidance sessions to explore pupil motivation, behavior, achievement, goals, problems, plans, etc.
   6. Conduct small group discussions on social relationships and the development of self-awareness of individual interests, skills, abilities, motivation, etc. Teachers should be included in small group discussions where possible.
   7. Conduct consultation sessions with teachers to develop mutual understanding of students.
   8. Meet with students individually for purposes of understanding individual interests, skills, abilities, motivation, life-style, etc.
   9. Conduct in-service training of teachers in areas of mutual concern as related to the career guidance program.
   10. Assist the teacher in soliciting resource speakers for classroom.
   11. Assist teacher in planning field study trips to allow students opportunity to observe workers on the job.
   12. Assist teacher in developing simulated experiences that will allow students an opportunity to experience skills needed in occupational settings.
   13. Assist teachers in having students interview workers to acquire more knowledge of occupations.
   14. Meet with teacher to design curriculum plans that will integrate career orientaiion into the existing curriculum.
   15. Assist teacher in locating resource materials from the local CE projects, the community, or the school.

   The above information supplied by the Pima County Developmental Career Guidance Project, Tucson, Arizona.

3. HOW TO BE A COUNSELOR-CONSULTANT

A STEP-BY-STEP PROCESS

1. Define the role.
   "...as a service offered to teachers in which the consultant works with the teacher to develop activities of a career development nature -- whether stressing personal or occupational information -- which correlate with and enhance the teacher's particular curriculum."

2. Analyze the objectives.
   a) Realize primary objective is service to teachers:
   b) Remember the importance of establishing a teacher-consultant partnership:
   c) Recognize that final class decisions rest with the teacher:
   d) Seek out teacher's expertise and mesh with own expertise.
   3) Respect fact that teacher involvement is and should be purely voluntary.

3. Assess specific needs of the school community.

4. Contact principal and discuss consultant approach with him.

5. Outline possible program and submit for administrative approval.

6. Familiarize remainder of school personnel with consultant role -- at faculty meetings, departmental meetings, etc.

7. Establish and publicize information center.

8. Seek out those teachers who have indicated an interest in becoming involved.

9. Assist the teacher in assessing his own needs, as well as those of his students.

10. Suggest ideas and materials for classroom activities.

11. Check resources.

12. Assist teacher in the total process of developing Career Education activities.

13. Team with the teacher to present Career Education activities or model the presentation for the teacher.

14. Examine the effectiveness of activites.

15. Continue the procedure with other interested teachers.

16. Evaluate the procedure and initiate changes.

The above information developed by Brenda B. Even and included in "Career Education: The Resource Consultant", an in-service training packet available from the University of Arizona College of Education Career Education Project or the Pima County Developmental Career Guidance Project, Tucson, Arizona.

OUTCOME I

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5. Simon, Sidney Bl, Howe, Leland W., Kirschenbaum, Howard, Values Clarification. New York: Hart Publishing Co., 1972.

6. Saltzman, Glenn, Career Education Program, (Vol. II). Palo Alto: Houghton-Mifflin, 1973.

7. Simon, Sidney B. et. al., Values Clarification. New York: Hart Publishing Co., 1972.

8. Gelatt, H. B., Varenhorst, Barbara, Carey, Richard, "Success in my Value System", Deciding: A Leader's Guide. New York: College Entrance Examination Board, 1972.

9. Curwin, Gerri, Curwin, Rick, Karmer, Rose Marie, Simmons, Mary Jane, Walsh, Aaren, "Dimensions of Personality", Search for Values Kit. Dayton: Pflaum/Standard, 1972.

10. Saltzman, Glenn, Career Education Program, (Vol. II). Palo Alto: Houghton-Mifflin, 1973.

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12. Curwin, Gerri. et. al., Search for Values Kit. Dayton: Pflaum/ Standard, 1972.

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OUTCOME III

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25. Saltzman, Glenn, Career Education Program, (Vol. II). Palo Alto: Houghton-Mifflin, 1973.

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